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ABSTRACT

This instructor's manual provides an overview, directions, and answer keys for working with the study guide for direct care workers who are enrolled in a self-directed communication skills distance learning program for developmental disabilities workers. It begins with a list of the 12 theme areas and 105 units into which the theme areas are divided. Guidelines are provided for evaluating reading comprehension and writing. The manual is divided into the 12 theme areas and 105 units. These components are provided for each unit: job context, communication skills covered, objectives, purpose of unit, videotape material, descriptions of or guides for evaluating student responses or answer keys to assignments, and supplements. Theme areas are as follows: introduction to distance learning and reflections on the relationship between direct care work and communication skills; writing notes and narratives; incident reports, part 1; incident reports, part 2; individualized planning process; medications; communicating and connecting with individuals; managing daily living activities; improving productivity and job efficiency through personal development; preview of direct care for transitional workers; career-related college and academic skills; and planning for the future and evaluation of distance learning program. (YLB)

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ED 415 397

# INSTRUCTOR'S MANUAL

# Communication Skills for OMRDD Direct Care Workers: Distance Learning Study Guide

*Curriculum Developer: Verna Haskins Denny, Ph.D.*

A collaborative project of:

**CASE, CUNY Graduate School**
**Civil Service Employees Association, Inc.**
**New York State Office of Mental Retardation and Developmental Disabilities**
**New York State Governor's Office of Employee Relations**

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# COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

## INSTRUCTOR'S MANUAL

## TABLE OF CONTENTS

- Topics and Learning Objectives p. i
- Introduction to Instructor's Manual p. 1
- Theme Area 1: Introduction to Distance Learning, and Reflections on the Relationship between Direct Care Work and Communication Skills p. 3
    - Unit 1 Overview of the Program p. 3
    - Unit 2 Your Goals for the Program p. 5
    - Unit 3 Your Job Experiences p. 7
    - Unit 4 The Feelings and Experiences of a Direct Care Worker p. 9
    - Unit 5 Comparing Developmental Centers and Community Homes p. 11
    - Unit 6 Analyzing Your Worksite p. 13
    - Unit 7 Vocabulary Review (Worksite) p. 15
- Theme Area 2: Writing Notes and Narratives p. 17
    - Unit 8 Taking Notes p. 17
    - Unit 9 Observation and Note-Taking p. 19
    - Unit 10 Examples of Good and Bad Note-Taking p. 21
    - Unit 11 Analyzing Your Writing p. 29
    - Unit 12 Improving Your Writing p. 31
    - Unit 13 Writing Practice p. 33
    - Unit 14 Spelling Review p. 35
    - Unit 15 Grammar and Punctuation Review p. 37
    - Unit 16 Changing Shifts p. 41
- Theme Area 3: Incident Reports, Part One p. 43
    - Unit 17 Incident Report Regulations p. 43
    - Unit 18 Recognizing Client Abuse p. 46
    - Unit 19 Different Types of Incidents p. 49
    - Unit 20 Examples of Abuse and Incidents p. 65
    - Unit 21 Incidents at Your Worksite p. 68
    - Unit 22 Vocabulary Review (Incident Reports) p. 70
    - Unit 23 Developing Observational Skills p. 71
    - Unit 24 More on Observation p. 77

- Theme Area 4: Incident Reports, Part Two p. 82
  - Unit 25 Filling Out Incident Report Forms p. 82
  - Unit 26 Recognizing Errors in Incident Reports p. 85
  - Unit 27 Vocabulary Review (Incident Reports) p. 91
  - Unit 28 Grammar Review p. 93
  - Unit 29 Writing Descriptions from Observations p. 95
  - Unit 30 Writing Descriptions of Incidents p. 98
  - Unit 31 Necessary Information in an Incident Report p. 107
  - Unit 32 Practicing Filling Out Incident Reports p. 110
  - Unit 33 Completing Client Abuse Forms p. 113
  - Unit 34 Review of Incident Reports p. 116
  - Unit 35 Review of Incident Reports p. 118
  - Unit 36 Other Incident Report Regulations p. 121
  - Unit 37 Other Incident Report Forms p. 125

- Theme Area 5: Individualized Planning Process p. 128
  - Unit 38 The Individualized Planning Process p. 128
  - Unit 39 Preparing for the Planning Process p. 132
  - Unit 40 Grammar Review p. 137
  - Unit 41 Input from Direct Care Workers in the Planning Process p. 138
  - Unit 42 The Planning Process in Action p. 141
  - Unit 43 Practicing Problem-Solving Skills p. 145
  - Unit 44 Advocating for Individuals p. 147

- Theme Area 6: Medications p. 149
  - Unit 45 Math Review (Operations on Whole Numbers) p. 149
  - Unit 46 Math Review (Calculating Percent) p. 151
  - Unit 47 Math Review (Converting to the Metric System) p. 153
  - Unit 48 Using Math to Solve Problems and Medication Administration p. 155
  - Unit 49 Writing Skills (Numbers and Abbreviations) p. 158
  - Unit 50 Writing Practice p. 160
  - Unit 51 Writing Medical Notes p. 161
  - Unit 52 Vocabulary Review and Documenting Symptoms p. 165
  - Unit 53 Reading Medication Labels p. 173
  - Unit 54 Administering Medication p. 176
  - Unit 55 Administering Oral Medication p. 178
  - Unit 56 Reporting and Managing Medication Errors p. 186

- Theme Area 7: Communicating and Connecting with Individuals p. 188
  - Unit 57 Who Are These Individuals? p. 188
  - Unit 58 Rights of Individuals p. 190
  - Unit 59 System-Centered Versus Person-Centered Approaches p. 195
  - Unit 60 Change and How It Affects You p. 198
  - Unit 61 Guidelines for Writing about People with Disabilities p. 200
  - Unit 62 Supported Living p. 213

- Theme Area 8: Managing Daily Living Activities p. 216
    - Unit 63 Fire Evacuation Procedures I p. 216
    - Unit 64 Fire Evacuation Procedures II p. 229
    - Unit 65 Math Review (Decimal Numbers) p. 237
    - Unit 66 Purchasing and Preparing Food p. 239
    - Unit 67 Interacting with the Medical Community p. 244
    - Unit 68 Spelling Review p. 247
    - Unit 69 Leisure and Recreational Activities p. 248
    - Unit 70 Assessing an Individual's Leisure Interests p. 250
    - Unit 71 Finding Sources for Leisure Activities p. 252

- Theme Area 9: Improving Productivity and Job Efficiency through Personal Development p. 254
    - Unit 72 How to Improve Your Work p. 254
    - Unit 73 Stress Management p. 256
    - Unit 74 Recognizing Stress on the Job p. 258
    - Unit 75 Reducing Stress p. 260
    - Unit 76 Refreshing Your Mind During Work p. 262
    - Unit 77 Avoiding Back Injury on the Job p. 264
    - Unit 78 More Ways to Avoid Back Injury p. 267

- Theme Area 10: Preview of Direct Care for Transitional Workers p. 271
    - Unit 79 Responsibilities of Direct Care Workers p. 271
    - Unit 80 Overview of Direct Care Work p. 274
    - Unit 81 Advantages and Disadvantages of Being a Direct Care Worker p. 277
    - Unit 82 Writing Practice p. 278
    - Unit 83 The Typical Day of a Direct Care Worker p. 280
    - Unit 84 Summarizing Skills p. 282
    - Unit 85 Case Study of an Individual p. 285
    - Unit 86 Activities for Daily Living and Recreational Interests p. 288
    - Unit 87 Math Review (Weights and Measures) p. 291
    - Unit 88 Measuring Height and Weight I p. 293
    - Unit 89 Measuring Height and Weight II p. 296
    - Unit 90 Reviewing Reports and Forms p. 297
    - Unit 91 Completing Personnel Forms p. 299
    - Unit 92 Writing Notes and Narratives p. 302

- Theme Area 11: Career-Related College and Academic Skills p. 306
    - Unit 93 Reading Comprehension p. 306
    - Unit 94 How to Study p. 308
    - Unit 95 Practicing Reading Comprehension Techniques p. 310
    - Unit 96 Note-Taking Practice p. 311
    - Unit 97 Taking Lecture Notes p. 313
    - Unit 98 Math Review (Ratios, Proportions, Fractions) p. 315
    - Unit 99 Math Review (Geometric Figures) p. 317

Unit 100 How to Organize Your Writing p. 319
Unit 101 Summary of the Writing Process p. 321
Unit 102 Understanding College Catalogues p. 323

- Theme Area 12: Planning for the Future and Evaluation of Distance Learning Program p. 326
  - Unit 103 Setting Goals p. 326
  - Unit 104 Educational Opportunities p. 328
  - Unit 105 Evaluating the Distance Learning Program p. 331

# INSTRUCTOR'S MANUAL

# COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

## DISTANCE LEARNING STUDY GUIDE

## TOPICS AND LEARNING OBJECTIVES

### THEME AREA 1: Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills (Units 1-7)

**Job Context:** Overview of Distance Learning and Its Relationship to Direct Care

**Communication Skills:** Understanding Distance Learning; Using Computers for E-mail and Word Processing on the Job

**Objectives:**

- become acquainted with distance learning model components:
    - computers
    - e-mail
    - regular mail
    - telephone
    - video
    - paper & pencil
- understand purpose of course
- become familiar with e-mail and word processing
- practice using regular mail and e-mail to make initial contact with Instructor

**Job Context:** Relationship Between Direct Care Work and Communication Skills

**Communication Skills:** Improving Writing Skills; Developing Connecting & Interviewing Skills; Review Different Responsibilities of Direct Care Workers; Reading Comprehension

**Objectives:**
- recognize job tasks that require reading, writing, and math
- review reporting requirements for worksite
- practice writing
- review importance of connecting skills
- review procedures for getting information
- review different aspects of Direct Care Work
- comprehend written material about Direct Care Workers
- skim written material about Direct Care Workers
- understand technical vocabulary through context
- consult with others for information
- establish e-mail study partner or study group

**Job Context:** Understanding and Using Technical Vocabulary

**Communication Skills:** Expanding Knowledge of Technical Vocabulary; Learning a Technique for Understanding Vocabulary Words; Reading Comprehension

**Objectives:**
- review terminology used by service providers, occupational therapists, etc.
- review technical vocabulary
- introduce method for understanding vocabulary in the context
- use the context for vocabulary development

## THEME AREA 2: Writing Notes and Narratives (Units 8 - 16)

**Job Context:** Writing Notes (or Log Entries)

**Communication Skills:** Recognizing Pertinent Information; Writing Skills; Planning to Write; Writing a Note; Reading Comprehension; Reading Comprehension of Notes

**Objectives:**
- review purpose of notes
- describe how you distinguish between significant and irrelevant information
- plan to write
- relay accurate, precise information in writing
- review correct use of technical vocabulary
- review correct spelling, sentence structure, and verb form
- read and review notes
- read and review Information Documentation guidelines

**Job Context:** Writing Notes

**Communication Skills:** Distinguishing Between Relevant and Irrelevant Information; Editing Skills; Learning Techniques for Assessing Own Writing

**Objectives:**
- describe how you distinguish between significant and irrelevant information
- detect and correct grammatical and spelling errors
- recognize importance of good handwriting or penmanship
- implement a procedure for assessment of own writing

**Job Context:** Writing Notes and Narratives

**Communication Skills:** Writing Skills; Reading Comprehension

**Objectives:**
- review written material on effective writing
- review guidelines for clear writing
- use simple and direct vocabulary
- review correct spelling, sentence structure, and verb forms
- apply editing skills

**Job Context:** Writing Notes: Spelling Individuals' Names and Other Proper Nouns Correctly; Spelling Technical Words Correctly

**Communication Skills:** Spelling; Learning a Technique for Self-Study of Spelling Words; Dictionary Skills

**Objectives:**
- review the importance of spelling individuals' names correctly
- spell individuals' names correctly
- practice spelling technical words correctly
- review spelling rules and apply to writing
- review using a dictionary
- learn a technique for self-study of spelling words

**Job Context:** Writing Notes: Using Correct Grammar and Punctuation

**Communication Skills:** Using Correct Verb Forms; Using Correct Punctuation; Writing Skills

**Objectives:**
- review concept of subject-verb agreement
- review verb-tense agreement
- review rules for using commas
- practice using correct grammatical form

**Job Context:** Writing Notes From Own Observations

**Communication Skills:** Writing Skills; Observational Skills; Problem-Solving

**Objectives:**
- express observations in writing
- compare and contrast
- assess and correct own writing
- make a problem-solving decision

## THEME AREA 3: Incident Reports (Units 17 - 24)

**Job Context:** Incident Report Regulations

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills

**Objectives:**
- review Incident Report regulations
- review written material about Incident Reports
- describe how you distinguish between different types of incidents or allegations of abuse
- describe how you make decisions regarding incidents or allegations of abuse
- review technical vocabulary through the context
- describe how you apply regulations to own practice
- improve writing skills

**Job Context:** Incident Reports

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills

**Objectives:**
- review Incident Reports
- review written material about Incident Reports
- review technical vocabulary through the context
- describe how you apply regulations to own practice
- improve writing skills

**Job Context:** Vocabulary Pertaining to Incident Reports

**Communication Skills:** Vocabulary Development; Reading Comprehension

**Objectives:**
- review use of vocabulary on Incident Report form

**Job Context:** Writing Descriptions of Incidents

**Communication Skills:** Developing Observational Skills; Note-Taking Skills; Writing Descriptions of Incidents

**Objectives:**
- cultivate observational skills
- review important components of incident description
- review writing descriptions of incidents
- check completion and accuracy of own descriptions
- improve writing skills
- practice note-taking

## THEME AREA 4: Incident Reports, Part Two (Units 25 - 37)

**Job Context:** Incident Report Regulations

**Communication Skills:** Reading Comprehension, Problem-Solving

**Objectives:**
- review Incident Report regulations
- review written material about Incident Reports
- make decisions regarding incidents
- understand technical vocabulary through the context

**Job Context:** Vocabulary Pertaining to Incident Reports

**Communication Skills:** Vocabulary Development; Reading Comprehension

**Objectives:**
- review vocabulary on Incident Report form
- use vocabulary that appears on Incident Report form

**Job Context:** Filling Out Incident Report and Allegation of Client Abuse Forms

**Communication Skills:** Following Directions; Understanding Categories on Forms; Reading Comprehension; Filling in an Incident Report; Filling in an Allegation of Client Abuse Form

**Objectives:**
- follow directions on an Incident Report and Allegation of Client Abuse Form
- review categories on Incident Report and Allegation of Client Abuse Form
- review written material on Incident Reports and Allegation of Client Abuse Forms
- check completeness and accuracy of Incident Reports
- complete an Incident Report and Allegation of Client Abuse form

**Job Context:** Writing Descriptions of Incidents (Incident Report Form 147 (I), #25)

**Communication Skills:** Developing Observational Skills; Reading Comprehension; Writing Skills; Writing Descriptions of Incidents

**Objectives:**
- cultivate observational skills
- recognize important components of incident description
- practice writing incident descriptions
- check completeness and accuracy of own descriptions

**Job Context:** Accurately Completing Incident Reports

**Communication Skills:** Writing Skills; Improving Grammatical Skills

**Objectives:**
- review subject-verb agreement
- practice writing skills

**Job Context:** Review of Incident Reports

**Communication Skills:** Following Directions; Understanding Categories on Forms; Reading Comprehension; Writing Descriptions of Incidents

**Objectives:**
- review categories on Incident Report
- review written material on Incident Reports
- recognize important components of incident description
- practice writing incident descriptions
- practice skimming and scanning
- use regulations as reference materials

**Job Context:** Completing Other Forms Related to Incident Reporting

**Communication Skills:** Following Directions; Understanding Categories on Forms; Reading Comprehension; Writing Skills

**Objectives:**
- follow directions on forms
- review categories on forms
- review purpose of forms
- practice writing

## THEME AREA 5: Individualized Planning Process (Units 38 - 44)

**Job Context:** Preparation for the Individualized Planning Process

**Communication Skills:** Reading Comprehension; Building Technical Vocabulary; Writing Skills; Improving Sentence Structure

**Objectives:**
- review basic concept of Individualized Planning Process
- review material on Individualized Planning Process
- read and understand forms related to the Individualized Planning Process
- review meaning of words used frequently in Individualized Planning Process
- use context to determine meaning of unfamiliar words
- use correct sentence structure in writing
- detect and correct grammatical errors

**Job Context:** Presenting a Case at an Individualized Planning Process Meeting

**Communication Skills:** Writing Skills; Summarizing Skills; Interpersonal Skills

**Objectives:**
- synthesize information
- identify most important ideas
- use correct grammar and technical vocabulary
- relay accurate, precise information in writing
- review meeting preparation
- write ideas in a professional manner
- read and understand forms and reports pertaining to an individual's case record

**Job Context:** Individualized Planning Process, Problem-Solving

**Communication Skills:** Reading Comprehension, Writing Skills, Interpersonal Skills, Problem-Solving

**Objectives:**
- practice writing skills
- employ problem-solving strategies

## THEME AREA 6: Medications (Units 45 - 56)

**Job Context:** Medications Math Refresher

**Communication Skills:** Mathematical Skills; Problem-Solving Skills

**Objectives:**
- review addition, subtraction, multiplication, division
- review calculation of percent
- practice conversion of measurement units to the metric system
- apply basic math skills to job-typical problems

**Job Context:** Writing Medical Notes

**Communication Skills:** Writing Skills

**Objectives:**
- write figures, addresses, times, percentages, and dates correctly
- distinguish between significant and irrelevant information
- relay accurate, precise information in writing
- use technical vocabulary correctly
- use correct abbreviations in writing
- recognize pertinent information

**Job Context:** Knowledge of Types of Medications

**Communication Skills:** Following Directions; Reading Comprehension

**Objectives:**
- follow directions
- comprehend medication label
- practice locating information on medications

**Job Context:** Medication Administration

**Communication Skills:** Following Directions; Writing Skills; Reading Comprehension; Vocabulary Development; Dictionary Skills

**Objectives:**
- review medical regulations
- review written material on medication administration
- build technical vocabulary
- practice using the dictionary
- understand technical vocabulary through the context

## THEME AREA 7: Communicating and Connecting with Individuals (Units 57 - 62)

**Job Context:** Communicating and Connecting with Individuals

**Communication Skills:** Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

**Objectives:**
- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- review written material on sensitivity to individuals
- comprehend written material on supported living
- improve writing skills
- apply training material to practice
- skim and scan textual material
- expand vocabulary

**Job Context:** Ethics

**Communication Skills:** Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

**Objectives:**
- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

## THEME AREA 8: Managing Daily Living Activities (Units 63 - 71)

**Job Context:** Emergency Procedures

**Communication Skills:** Locating Information; Reading Comprehension; Writing Skills; Skimming and Scanning; Note-Taking

**Objectives:**
- skim and scan written materials on fire evacuation
- understand written material on fire evacuation
- analyze a problem pertaining to fire evacuation
- practice note-taking skills
- practice writing skills

**Job Context:** Purchasing and Preparing Food

**Communication Skills:** Reading Comprehension; Using Unit Pricing; Interpreting Nutritional Labels

**Objectives:**
- reading figures and charts
- using basic computation skills

**Job Context:** Managing Daily Living Activities; Math Refresher

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- practice problem-solving with decimals
- apply basic math skills to job-typical problems

**Job Context:** Interacting with Medical Community

**Communication Skills:** Developmental Connecting Skills; Relaying Information; Writing Skills; Problem-Solving; Using a "Consult" Form

**Objectives:**
- recognize role as advocate for individual
- practice communicating information
- use writing skills

**Job Context:** Refresher: Spelling

**Communication Skills:** Spelling; Dictionary Skills

**Objectives:**
- review words most often misspelled
- review spelling rules
- review using a dictionary for spelling and meaning

**Job Context:** Daily Living Activities

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- comprehend written material on leisure and recreational activities
- apply procedure to practice
- review plan of activities for one individual
- practice writing
- practice reading and filling out forms
- find methods to locate resources for activities in own community
- employ problem-solving skills

## THEME AREA 9: Improving Productivity and Job Efficiency Through Personal Development (Units 72 - 78)

**Job Context:** Job Productivity and Efficiency

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills

**Objectives:**
- review written material on problem-solving
- recognize own job strengths and areas of possible improvement

**Job Context:** Reducing Stress on the Job

**Communication Skills:** Reading Comprehension; Vocabulary Development; Following Directions; Problem-Solving; Writing Skills

**Objectives:**
- review terminology related to stress management
- review written material on stress reduction
- learn stress reduction methods
- practice writing skills
- employ problem-solving strategies
- apply stress reduction methods
- identify indicators of feeling
- identify stressful situations

**Job Context:** Preventing Back Injuries

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- review written material on stress reduction
- practice writing skills

## THEME AREA 10: Preview of Direct Care for Transitional Staff (Units 79 - 92)

**Job Context:** Reading Material Related to the Job

**Communication Skills:** Reading Comprehension; Writing Skills; Math Skills

**Objectives:**
- review material pertaining to Direct Care work
- review a care description
- understand technical vocabulary through the context
- locate important information in text
- improve comprehension skills

**Job Context:** Preparing for Entry and Upgrading Exams

**Communication Skills:** Writing Skills; Study Skills

**Objectives:**
- practice summarizing skills
- practice note-taking skills
- practice writing skills
- review components of Direct Care work

**Job Context:** Overview of Direct Care Work

**Communication Skills:** Writing Skills

**Objectives:**
- provide overview of Direct Care work
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills
- summarizing skills
- practice writing skills

**Job Context:** Math Refresher

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- review U.S. measurements of weights
- review metric measures of mass
- apply basic math skills to job-typical problems

**Job Context:** Writing Reports and Record Keeping

**Communication Skills:** Writing Skills; Reading Comprehension; Vocabulary Development

**Objectives:**
- review writing notes and narratives
- review purpose of notes
- relay accurate, precise information in writing
- practice editing skills
- use correct grammar and punctuation

**Job Context:** Writing Other Reports and Forms

**Communication Skills:** Following Directions; Reading Comprehension

**Objectives:**
- understand categories on forms and charts
- follow directions to complete forms
- practice reading forms
- improve writing skills

**Job Context:** Understanding and Implementing Activities of Daily Living

**Communication Skills:** Reading Comprehension; Writing Skills; Problem-Solving

**Objectives:**
- comprehend written materials on activities of daily living

**THEME AREA 11: Career-Related College and Academic Skills (Units 93 - 102)**

**Job Context:** Preparation for PONSI Course

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- comprehend a catalogue of course offerings
- comprehend textual material
- understand technical vocabulary through the context
- develop word recognition skills
- locate important information in text
- improve comprehension skills
- introduce a procedure for studying text materials
- learn techniques for skimming and scanning
- practice skimming skills
- practice note-taking skills

**Job Context:** Effective Writing Skills

**Communication Skills:** Writing Skills; Reading Comprehension

**Objectives:**
- review guidelines for clear writing
- use correct grammar and punctuation
- prepare to write
- practice organizing ideas
- review and practice how to organize writing
- use vocabulary correctly

**Job Context:** Advanced Math Skills

**Communication Skills:** Mathematical Skills; Problem Solving

**Objectives:**
- review geometric figures
- review ratios and proportions
- practice using proportions to solve word problems
- review operations on positive fractions

## THEME AREA 12: Planning for the Future and Evaluation of Distance Learning Program (Units 103 - 105)

**Job Context:** Setting Short-, Medium-, and Long-Range Goals for Work, Training, and Education

**Communication Skills:** Reading Comprehension; Writing Skills; Problem-Solving

**Objectives:**
- understand the relationship between planning for the future and actualizing goals
- learn how to set short-, medium-, long-range goals
- set goals in three areas: job, training, education
- practice writing skills

**Job Context:** Educational and Training Programs

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- become familiar with educational and training programs available
- comprehend written material on educational and training programs
- relate educational and training opportunities to own goals
- practice writing skills

**Job Context:** Educational and Training Programs

**Communication Skills:** Writing Skills

**Objectives:**
- evaluate participation in Distance Learning Course

24

# INTRODUCTION TO INSTRUCTOR'S MANUAL

This Instructor's Manual provides an overview, directions, and answer keys for working with the Study Guide for Direct Care Workers who are enrolled in the Self-Directed Communication Skills Distance Learning Program for Developmental Disabilities Workers.

Although the Instructor's Manual is fairly comprehensive, it is important to read through the actual Learning Activities and supplemental materials in the Study Guide to gain a complete understanding of the tasks that your students are completing.

The Study Guide is divided into twelve theme areas. Each theme area consists of seven to fourteen units. Each unit is composed of different learning activities.

It is anticipated that a unit will take approximately one hour to complete. However, as this is a self-paced learning program, students may take more than an hour to finish a particular unit, or may complete their work before the hour is done. Either possibility is acceptable. Students will be reminded of this frequently throughout the Study Guide.

A major objective of this program is to help students become better readers and more effective writers. Instructors facilitate this process by providing feedback to their students as the students move through the learning units. Individual students will, ofcourse, have differing needs. Evaluating each student's work on early units will help you set starting points from which you and your student will move forward. Although you will want to focus in on only one or two areas in each of your responses, try to keep the following questions in mind as you evaluate your student's work.

## Guidelines for Evaluating Reading Comprehension

In evaluating a student's understanding of written passages, teachers should keep the following questions in mind:

Can the student:

- State the main idea of a passage
- Answer questions related to specific details within the passage
- Distinguish between main ideas and details
- Locate details within the passage
- Formulate questions about the passage
- Relate information in the passage to personal experience
- Use the context to determine the meanings of unfamiliar words
- Distinguish between fact and opinion
- Make inferences based on information in the passage
- Apply information from the passage to new situations

## Guidelines for Evaluating Writing

Written work should be evaluated on content and form.

In evaluating student's writing consider the following

Content:

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- Has the student answered the question posed?
- Does the student use details to support main ideas?
- Is the writing clear and well-worded?
- Is the vocabulary appropriate for communicating the student's ideas?
- Are his or her ideas well-developed and thought out?

Form and Structure:

- Has the spelling been checked and the work edited?
- Does the student write in complete sentences?
- Is the written work well-organized, using paragraphs when necessary?
- Are the basic structures of sentence form, verb tense consistency, and subject-verb agreement correct?
- Is the work punctuated correctly?
- Is the overall appearance neat and legible?

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 1

## Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

## UNIT 1

## Overview of the Program

**Job Context:** Overview of Distance Learning and its Relationship to Direct Care

**Communication Skills:** Understanding Distance Learning; Using Computers, E-mail, and Word Processing on the Job; Reading Comprehension

**Objectives:**
- become acquainted with Distance Learning model components:
    - computers
    - e-mail
    - regular mail
    - telephone
    - video
    - paper & pen
- understand purpose of course
- become familiar with e-mail and word processing
- practice using regular mail and e-mail to make initial contact with Instructor

### Purpose of Unit

In this unit, students will be given an overview of the program and go through the steps they will take to complete a unit of the Study Guide.

### Learning Activity 1

Students will send you any questions they have after reading the Introductory Brochure.

### Learning Activity 2

Students will send a completed question sheet.

Answers:

1. To answer this question, students have to know the two purposes: improve skills; learn to better complete work tasks.

2. - 4. Students will provide answers based on their own situations.

5. Students should give you their schedules.

6. Students will ask any questions they still have. Please be prepared to answer these questions the next time you contact them.

### Learning Activity 3

Students will send you a short autobiographical sketch telling you a little bit about themselves. Correspond with your students by e-mail about what they have written. Include a short autobiographical sketch of yourself.

**Guidelines for Evaluating Learning Activities:**

Students' responses to questions and their autobiographical sketch should give you a baseline measure of their writing abilities.

## THEME AREA 1

## Introduction to Distance Learning, and Reflections on Relationship Between Direct Care Work and Communication Skills

## UNIT 2

## Your Goals for the Program

**Job Context:** Relationship Between Direct Care Work and Communication Skills

**Communication Skills:** Improving Writing Skills; Review of Different Responsibilities of Direct Care Workers; Reading Comprehension

**Objectives:**

- recognize job tasks that require reading, writing, and math
- practice writing responses to specific questions
- review different aspects of Direct Care Work
- review reporting requirements for worksite
- skim written material about Direct Care Workers
- understand technical vocabulary through context

### Purpose of Unit

This unit will give the students an opportunity to think about their goals and what they'd like to accomplish over the six months they'll be enrolled in the program. It also asks them to think about the jobs they do as Direct Care Workers and identify the job tasks that require reading, writing, and math.

Students are asked to send their assignments to you by e-mail. It is possible that a few students will not have access to e-mail or will have difficulty using the computer terminal at their site because of conflicts with other work activities. If so, discuss this problem with your Educational Coordinator. Although students can use pen and paper for these assignments if absolutely necessary, the partnership is committed to providing e-mail capacity and experience to all participants in the program. Some students may not feel comfortable using e-mail this early in the program, especially if they haven't had much computer experience. If so, encourage them to jump in and get their feet wet. It's okay if they don't complete as many Learning Activities. They may have to spend more time getting to know the system.

### Learning Activity 1

Students will write a brief paragraph describing their goals and what they'd like to accomplish from the program.

### Learning Activity 2

Students are asked to make a list of job tasks that require reading, writing, and math, to skim a list of core tasks for the Direct Care job, and then to add newly identified tasks to their list.

Section 2 of the **Core Tasks and Standards** Supplement (excerpted from the OMRDD Annual Performance Evaluation Form) lists the most frequent literacy tasks,

### Learning Activity 3

Students answer questions about special reporting requirements at their worksites.

### Guidelines for Evaluating Learning Activities:

This written exercise, as well as Learning Activity 3 in Unit 1, will give you a baseline measure of your students' writing abilities.

You might want to make a note of your students' strengths and improvement opportunities based on these samples. This information can help inform the ILPs that will be developed later in the program.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 1

## Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

## UNIT 3

## Your Job Experiences

**Job Context:** Relationship Between Direct Care Work and Communication Skills

**Communication Skills:** Improving Writing Skills; Review Different Responsibilities of Direct Care Work; Reading Comprehension

**Objectives:**

- practice writing
- use examples and details to support answers
- review different aspects of Direct Care Work

### Purpose of Unit

In this unit, students view a videotape where a Direct Care Worker is talking about her experiences on the job. Students will answer comprehension questions about the tape and give their opinion on the topics she discusses.

### Videotape Material

The videotape for this unit is on Tape # 1 and is labeled Segment 1. It begins at 00:00:00 and ends at 00:10:01.

### Learning Activity

After viewing the video segment as many times as necessary, students will answer the questions on the worksheet.

### Guidelines for Evaluating Learning Activity:

Answers to the comprehension questions are provided on the next page.

## THEME AREA 1, UNIT 3

### Supplement

### Answer Key: Questions on Interview with Linda[1]

1. Being loving and understanding; getting along; accepting what goes on.
2. - Make us feel part of the family,
   - Don't want to come here; under a guilt trip.
3. Students will provide answers from their own experiences.
4. Some are good and some aren't. Either new staff is inexperienced enough to accept what's going on or they want to work here. Many eager to learn; they'll do anything.
5. People who are not assigned to a definite shift but go where they are needed.
6. Get good learning experience; learn lots of medical techniques.
7. She doesn't like them. She feels the only reason they do this is to make individuals look normal to make us feel better; no benefit to the individual.
8. Her boss doesn't give her the information needed. Disagrees with some of the policies.
9. Students will provide answer from their own experiences.
10. Students will provide answer from their own experiences.

---

[1] Answers other than those provided may also be acceptable. In evaluating students' responses, try to be as flexible as possible. Encourage students to be creative. If students have answered differently, instructors may ask them about their answers.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

INSTRUCTOR'S MANUAL

# THEME AREA 1

## Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

## UNIT 4

## The Feelings and Expereinces of a Direct Care Worker

**Job Context:** Relationship Between Direct Care Work and Communication Skills

**Communication Skills:** Improving Writing Skills; Review of Different Responsibilities of Direct Care Workers

**Objectives:**

- recognize job tasks that require reading, writing, and math
- review reporting requirements for worksite
- practice writing
- review different aspects of Direct Care Work

### Purpose of Unit

In this unit, students view a videotape of an interview with Joe, a Direct Care Worker who talks about how he feels about being a Direct Care Worker and his experiences working on the job.

### Videotape Material

The video material for this unit is on Tape # 1 and is labeled Segment 2. It begins at 00:19:21 when the words "End of Segment 2" appear.

### Learning Activity

Students are asked to compare their perception of their job to Joe's in an e-mail message to their Instructor. They are asked to answer the following questions in developing their writing.

1. Joe says that one of the reasons why he took a job as a Direct Care Worker was so that he wouldn't have to take work home and would have the time to go back to school. What were your reasons for becoming a Direct Care Worker?

2. What are your long-term career goals? Do you plan to stay with the State until you retire as Joe does?

3. Joe states that he was impressed with the training he received on the job. From your experience, do you agree that the training is good? Why or why not?

4. Joe gives two examples of things he remembers as excellent training ideas. Is there anything that you've found particularly useful from your own training?

5. On the job, do you spend more than 20 minutes a day on paperwork? How do you feel about this?

6. Joe summarizes his feelings about being a Direct Care Worker by stating, "If they don't like people, this is not the place for them. You can't fake it." Do you also feel that liking people is the most important qualification for a Direct Care Worker? Why?

**Guidelines for Evaluating Learning Activity[1]:**

- Is the writing clear and well-worded?
- Does the student address the questions in his or her writing?
- Are his or her ideas well-developed and thought out?
- Has the spelling been checked and the work edited?
- Does the student write in complete sentences, using paragraphs?
- Are the basic structures of sentence form, verb tense consistency, and subject-verb agreement correct?

---

[1] Teachers may want to give feedback on only one or two of these areas each time when responding to students' written work; however, all of these elements should be kept in mind when diagnosing individual student's needs.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 1

## Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

## UNIT 5

## Comparing Developmental Centers and Community Homes

**Job Context:** Relationship Between Direct Care Work and Communication Skills

**Communication Skills:** Improving Writing Skills; Review Different Responsibilities of Direct Care Workers

**Objectives:**
- recognize similarities and differences in job tasks
- practice writing - using a pre-writing or organizational strategy
- review procedures for getting information
- review different aspects of Direct Care Work
- understand technical vocabulary through context

### Purpose of Unit

In this unit, students explore how tasks are done similarly or differently at a Developmental Center and Community Home. They observe and write descriptions of the activity of eating.

### Videotape Material

The video material for this unit is labeled Segment 3. It begins at 00:19:30 and ends at 00:40:30.

### Learning Activities 1 and 2

Students are asked to describe the eating activities they view on the videotape and include answers to the following questions.

1. What is the setting for the eating activity?
2. What is the overall atmosphere of the dining area? (e.g. calm, chaotic) What in the tape gives you that impression?
3. What is the eating ability level of the individuals?
4. How does the Direct Care Worker relate to the individuals?

Evaluate this activity by determining if the description is complete and thorough and if the questions have been addressed.

**Learning Activity 3**

Students will compare the descriptions they have written for Learning Activities 1 and 2 and will determine how each setting is the same and different.

### Answer Key

| JOE'S | MIKE'S |
|---|---|
| more institutional | more family setting |
| calm atmosphere<br>in control | calm atmosphere<br>in control |
| individuals advanced<br>set own meals | individuals appear more advanced<br>set own meals |
| DA calm<br>DA as friend | DA plays role of facilitator |
| spend time talking with other staff rather than with each other | spend time talking with other staff rather than with each other |
| able | more able |
|  | individuals more independent |

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

# INSTRUCTOR'S MANUAL

## THEME AREA 1

## Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

## UNIT 6

## Analyzing Your Worksite

**Job Context:** Relationship Between Direct Care Work and Communication Skills

**Communication Skills:** Improving Writing Skills; Developing Connecting and Interviewing Skills; Understanding Different Functions of Direct Care Work; Reading Comprehension

**Objectives:**
- practice writing - write compare/contrast paragraphs
- review different aspects of Direct Care Work
- establish e-mail study partner or study group
- review importance of connecting skills
- review procedures for getting information
- consult with others for information

### Purpose of Unit

In this unit, students will explore how tasks are done similarly or differently at their own worksites. Being able to recognize similarities and differences is an important observational skill. Their work in this lesson lays the groundwork for further study, in Theme Areas 2 and 3, on making accurate observations.

In this unit students will also be contacting their e-mail partners for the first time.

### Learning Activity 1

Students will describe an activity that takes place at their worksite. If possible, they will observe the same activity at a different unit or home and write down their observations.

**Guidelines for Evaluating Learning Activity 1:**

Your comments on this writing exercise should focus on the completeness of the description (e.g. does it address Who? What? When? Where? Why? How?).

**Learning Activity 2**

Students will be sending messages to their e-mail partners to find out how the activity they have chosen is carried out at their partners' worksite. They will develop a list of interview questions that they will send to their partner. Time will be put aside in future lessons for students to answer the questions sent by their e-mail partners and to compare those answers with what they found out about their own worksite.

Students are asked to edit their work and to spell-check it using the All-In-One system.

**Guidelines for Evaluating Learning Activity 2:**

- Are questions clear and well-worded?
- Do questions ask for the information that is needed?
- Has the spelling been checked and the work edited?

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 1

## Introduction to Distance Learning, and Reflections on the Relationship Between Direct Care Work and Communication Skills

## UNIT 7

## Vocabulary Review (Worksite)

**Job Context:** Understanding and Using Technical Vocabulary

**Communication Skills:** Expanding Knowledge of Technical Vocabulary; Learning a Technique for Understanding Vocabulary Words; Reading Comprehension

**Objectives:**

- review terminology used by service providers, occupational therapists, etc.
- use the context for vocabulary development
- review technical vocabulary
- introduce method for understanding vocabulary in the context

### Purpose of Unit

In this unit, students review terminology and vocabulary that is technical or specific to their field of work and which they may find difficult. They are given a study sheet on how to figure out unknown words from the context.

### Videotape Material

The videotape for this unit is on Tape 3 1 and is labeled Segment 4. It begins at 00:40:37 and ends at 00:49:34 when the words "End of Segment 4" appear.

### Learning Activity 1

Students will view a segment of a videotape excerpted from the SCIP Training Program. They will list any words they did not understand and check their list against the one that is provided in Supplement 1 of the Study Guide.

### Learning Activity 2

Students will read and study the supplement on **Understanding Vocabulary from the Context**. They will then view the videotape again to identify how the words were used that appear in the supplement.

### Learning Activity 3

Students will turn back to Supplement 1 and define any words whose meaning they still don't know.

### Guidelines for Evaluating Learning Activities:

Assess your students' level of vocabulary development based on the number and types of words they list as unknown. In the column "What I Think It Means," were they able to come up with definitions that make sense given the context that the word appears in?

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 8

## Taking Notes

**Job Context:** Writing Notes (or Log Entries)

**Communication Skills:** Recognizing Pertinent Information; Writing in Complete Sentences; Editing Skills

**Objectives:**

- review purpose of notes
- relay accurate, precise information in writing
- review correct spelling, sentence structure, and verb form
- read and review Information Documentation guidelines

### Purpose of Unit

In this unit, students review the purpose of notes and how to observe and record accurately. Guidelines for accurate reporting and recording are given. In addition, students are given time to answer the interview questions their e-mail partners sent them when they completed Theme Area 1, Unit 6.

### Learning Activity 1

Students read and complete an exercise on accurate reporting and recording excerpted from the OMRDD **Learning Guide for Individualized Instruction**. Students will self-correct their work.

**Learning Activity 2**

Students review basic guidelines for documentation. They then complete a worksheet where they note whether the guidelines are the same or different from those used at their own worksite.

**Guidelines for Evaluating Learning Activity 2:**

Most students will respond that the guidelines are the same for their worksite on almost all items. Check guidelines to see if anyone is flagging a guideline as not important which is basic to writing notes, e.g., "Be aware of spelling and wording."

**Learning Activity 3**

Students will respond to the interview questions their e-mail partner sent them in Theme Area 1, Unit 6, Learning Activity 2. Students are asked to edit and spell-check their work using the All-In-One system.

**Guidelines for Evaluating Learning Activity 3:**

- Are the responses written in complete sentences?
- Does the answer provide enough detail to answer the question?
- Has the spelling been checked and the work edited?

# THEME AREA 2

## Writing Notes and Narratives

## UNIT 9

## Observation and Note-Taking

**Job Context:** Writing Notes (or Log Entries)

**Communication Skills:** Recognizing Pertinent Information; Planning to Write; Writing a Note; Writing Skills

**Objectives:**

- describe how you distinguish between significant and irrelevant information
- plan to write
- relay accurate, precise information in writing
- review correct use of technical vocabulary
- review correct spelling, sentence structure, and verb form

### Purpose of Unit

This unit provides students with practice in observing and taking notes. They will view an event that takes place in a Community Home and take notes on what happened.

### Videotape Material

The video material for this unit is on Tape # 1 and is labeled Segment 5. It begins at 00:49:40 and ends at 00:53:59.

**Learning Activity 1**

Students will view the video segment and make a list of everything they remember. They will view the segment a second time while taking notes. They will add any additional information to their Recall List.

Using their notes and their Recall List, they will rewrite their notes as they would appear on an N27 (Note Form).

**Learning Activity 2**

Students will e-mail a letter to their Instructor commenting on the content of the videotape.

**Guidelines for Evaluating Learning Activities:**

Check your students' notes and Recall Lists to see how they worked through the process.

Evaluate notes and e-mail message.

- Are the notes complete and do they provide enough detail answering the questions Who? What? When? Where?
- Are the responses written in complete sentences?
- Has the spelling been checked and the work edited?

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 10

## Examples of Good and Bad Note-Taking

**Job Context:** Writing Notes (or Log Entries)

**Communication Skills:** Recognizing Pertinent Information; Writing a Note; Reading Comprehension of Notes

**Objectives:**

- describe how you distinguish between significant and irrelevant information
- relay accurate, precise information in writing
- read and review notes

### Purpose of Unit

In this unit, students continue to build their expertise in writing notes by studying notes that are written the right way and the wrong way, determining what information is missing from these notes, and practicing correcting the notes.

### Learning Activity 1

Students are asked to review the **Documentation Guidelines** before completing this Learning Activity, especially items #1, #12 and #30.

Students are given sample notes for three individuals (one is done for them as a sample), with the note written the wrong way and then the right way. These sample notes are taken from the **Finger Lakes DDSO (Newark DDSO) Documentation Guidelines**. They are asked to list what is missing from the notes written the wrong way.

For a fourth individual, Gary Reed, a note is provided written the wrong way. The student is asked to expand this note so it is written correctly.

**Guidelines for Evaluating Learning Activity 1:**

**Answer Key**

For the four cases, the following information is missing:

Carl Fletcher
- Where did Carl have dinner?
- Who went with Carl to dinner?
- What were your observations of Carl during dinner?
- Carl interacted well with people during the visit.

Sean Mulligan 1
- Why Sean didn't go to the program on Thursday.
- Details of Sean's goals.
- Why Sean didn't work on his goals on Thursday.
- Why Sean got into an argument.
- What was done to solve the problem.

Sean Mulligan 2
- Who visited Sean?
- What did Sean do on his visit?
- What were his mother's observations of Sean's behavior?
- What follow-up plans were made for Sean?

For the fourth case, students are asked to correct the note for Gary Reed by writing a hypothetical note in the correct way. They are given questions to use as guidelines. On the next page is a sample note including some points that would be important to cover.

**Learning Activity 2**

Students are asked to gather copies of notes they have written for the next unit.

NAME (LAST) (FIRST) (MI) C-NUMBER

Brown, Sue T. 037022

## Wrong Way

8/24/90 Medical: Sue complained of a headache and feeling dizzy tonight. I took her B/P it was 120/80. Pulse was 80. Jane Doe CRA

## Right Way

8/24/90 Direct Care Health Note:

7$^{00}$/p Sue complained of having a headache and feeling dizzy when she stood up

7$^{05}$/p Vital signs done - BP 120/80 in right arm while standing - BP 110/70 in right arm while sitting, R 20 P 80 T $100^{2}$ (orally). She looks pale and says she feels tired.

7$^{20}$/p nurse notified. directions are to observe.

Jane Doe CRA

NEWARK DDSO NYS OMRDD (FILE-SECTION 3) 10/86

BEST COPY AVAILABLE

| NAME (LAST) (FIRST) (MI) | C-NUMBER |
|---|---|
| Fletcher, Carl | 045132 |

## Wrong Way

9/10 Carl had dinner at a C.R. He was good during the visit and wants to move there.

K. Smith

## Right Way

9/10/90 Program Manager Note: Carl went to the Alton
4$^{30}$P.M. Community Residence for a dinner visit. Carl's Volunteer (Joe) went with him.

7$^{00}$P.M. Carl ate all of his dinner, interacting appropriately with others during the meal and he cleared his place setting after dinner. Joe said that several individuals from the house introduced themselves to Carl and that a staff person from the house introduced Carl to everyone else. Carl interacted with several folks at the house and said that he knew them from the program site. Upon returning home, Carl stated that he likes the new house and would like to live there. Karen Smith ICF PHI.

NEWARK DDSC NYS OMRDD (FILE-SECTION 3) 10/86

N-27

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NAME (LAST) (FIRST) (MI) C-NUMBER

Mulligan, Sean O. - NOTE 1 012221

## Wrong Way

| | |
|---|---|
| 9/15 | Sean went to program 4x's this week He refused to work on his goals at home this week. He got into a fight with Jeff on Thurs. night. —— David Adams — |

## Right Way

| | |
|---|---|
| 9/15/90<br>9:30P. | **Direct Care Weekly Summary:** Sean went to program (4) times this week. He didn't go to program on Thurs. 9/13 because he went out with his mother and sister. Sean would not work on his meal preparation goal on Thurs., he was very excited about having company. The rest of the week he was excited about working in the kitchen. Sean got into an argument with another individual from the home on Thurs. eve. The other individual accused Sean of not telling the truth when Sean was talking about his company and all the fun he had. Sean was re-directed as written in his behavior management plan with no further problems. — David Adams CRAI |

| NAME (LAST) (FIRST) (MI) | C-NUMBER |
|---|---|
| Mulligan, Sean O. - NOTE 2 | 012221 |

## Wrong Way

9/14 Sean had company ~~today~~ yesterday.
A. Jones

## Right Way

9/13/90 **Direct Care Note:**

11AM Sean's mother and sister Kelly visited him today. They took him out to lunch and then shopping.

1³⁰P. Sean's mother said that he did ~~not~~ error 9/13 A.J. eat all of his lunch and that he bought a new radio for his room. (listed on property list). His mother said that they had a great time and that they will be back on Sat., Oct. 20th. to take him out to lunch again. — Amy Jones CRA —

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| NAME (LAST) (FIRST) | (MI) | C-NUMBER |
|---|---|---|
| Reed, Gary | L. | 013331 |

## Wrong Way

10/16/90 **Direct Care Note:** Gary was found with a cut above his left eye - taken to Newark Hosp. and admitted ——— K. Garnett —

## Right Way

10/16/90 **Direct Care Hospital Admission Note:** ———

8A. Gary was found on the floor next to his bed, he had a (1) one inch laceration above his left eye that was bleeding profusely - direct pressure with clean gauze applied - he did not respond when spoken to, but was concious. ———

8$^{10}$/A Primary M.D. notified, Vitals were BP 100/60 P-90 R-12 ———

8$^{15}$/A NAVA called per M.D. for transport to Newark Wayne Hospital ———

8$^{20}$/A Newark Wayne called and advised of Gary's arrival and why ———

8$^{25}$/A. Gary's father was called and advised of situation, he will await the phone call from the hospital to give permission to treat. ———

8$^{35}$/A MRTTL, G. Miller notified. Kyle Garnett CRA (con't)

BEST COPY AVAILABLE

| NAME (LAST) (FIRST) (MI) | C-NUMBER |
|---|---|
| Reed, Gary L. | 013331 |

| | |
|---|---|
| 10/4/90 | Hospital Admission note (continued): |
| $8^{30}$/A | NAVA arrived to take Gary to NWCH, completed N-31 sent with Tom Jones CRA, who went in the ambulance with Gary. |
| $10^{30}$/A | received call from NWCH that Gary was being admitted for further treatment and observation. |
| $10^{35}$/A | Father notified of Gary's admission |
| $10^{45}$/A | MRTTL notified of Gary's admission and advised that staff at NWCH do not feel that a Staff person from NDC. is needed. |
| $10^{50}$/A | Primary M.D. and nurse notified of admission |
| 11A. | Telephone operator and program site notified of Gary's admission. Kyle Garrett, CRA |

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# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S GUIDE

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 11

## Analyzing Your Writing

**Job Context:** Writing Notes

**Communication Skills:** Distinguishing Between Relevant and Irrelevant Information; Editing Skills; Learning Techniques for Assessing Own Writing

**Objectives:**
- describe how you distinguish between significant and less significant information
- detect and correct grammatical and spelling errors
- recognize importance of good handwriting or penmanship
- implement a procedure for assessment of own writing

### Purpose of Unit

In this unit, students begin applying what they've learned to their own writing. They are given a method to check their own work to determine if the notes they write are clear and accurate. They also assess their handwriting and penmanship.

Students will also complete step 3 of their e-mail communication activity with their partner.

### Learning Activity 1

Students will pick three samples of notes they have written and determine what makes these notes well-written and what needs improvement. They will also check to see if enough information is provided. They are given a Writing Checklist to critique their work. Finally they are asked to rewrite one of their notes using their comments and the Checklist.

**Guidelines for Evaluating Learning Activity 1:**

Students will send you copies of their notes as well as their Learning Activities. In addition to commenting on their actual work, comment on the process they have gone through.

### Learning Activity 2

Students will assess their own handwriting and penmanship and come up with a plan to make improvements if needed.

**Guideline for Evaluating Learning Activity 2:**

Keep the student's plans for improvement in this area in mind as you check his or her work throughout the term of this learning program.

### Learning Activity 3

Students finish the work assignment with their e-mail partner by determining the difference between the way an activity is carried out at their worksite and at their partner's worksite.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 12

## Improving Your Writing

**Job Context:** Writing Notes and Narratives

**Communication Skills:** Writing Skills; Reading Comprehension

**Objectives**
- review written material on effective writing
- review guidelines for clear writing
- use simple and direct vocabulary

### Purpose of Unit

This unit, from the **OMRDD Effective Writing Skills Supplemental Learning Guide**, gives students pointers on how to simplify their writing and make it clearer.

### Learning Activity

Students are asked to read the supplement, answer the comprehension questions, and complete the Activity Sheet.

### Guidelines for Evaluating Learning Activity:

Answers to the comprehension questions and the activity follow. Your comments on the comprehension questions, in addition to content, should address completeness and clarity of sentences, spelling, and correct grammatical usage.

## THEME AREA 2, UNIT 12

### Answer Key

### Comprehension Question Sheet

1. Write with reader in mind.

2. Student will give own opinion.

3. Student will give own example.

4. Student will write about own experience.

5. Student should give three of the following guidelines.

    - know purpose
    - know main message
    - organize ideas
    - identify audience
    - eliminate phrases that are trite or pretentious
    - eliminate redundant words
    - eliminate phrases that state the obvious

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 13

## Writing Practice

**Job Context:** Writing Notes

**Communication Skills:** Recognizing Pertinent Information: Writing Descriptions; Editing Skills

**Objectives:**
- relay accurate, precise information in writing
- review correct spelling, sentence structure, and verb forms
- apply editing skills

### Purpose of Unit

In this unit, students will practice writing descriptions of two individuals. They will use the Writing Checklist (in Unit 11) and the **Guidelines for Clear Writing** (in Unit 12) to edit their work.

### Videotape Material

The video material for this unit is on Tape # 1 and is labeled 6. It begins at 00:54:06 and ends at 1:08:15. The words "End of Segment 6" appear when the segment is over.

### Learning Activities 1 and 2

Students will write a description of the individuals portrayed in the videotape. They will then check and edit their writing using the Guidelines for Clear Writing and The Writing Checklist.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Descriptions should be well-organized and include an appropriate level of detail. There should be evidence that the writing was edited using the guidelines.

### KEITH

- wants to go to circus
- fears it won't happen
- frustrated/rage
- can't control environment
- little input into life
- established procedure for dealing with behavior
- doesn't like change
- in outburst could grab you
- likes Tinker Toys
- doesn't like rock music
- wants to go into community
- doesn't like song by Patsy Clark
- rocks when upset
- has been learning breathing technique to control behavior
- enjoys picnics

### TOM

- spokesperson for facility
- wants to go into community
- knows everyone at Center--what they do, personal lives
- worried someone would think he's less than he wants to be
- wants to be taken at full value
- smokes
- likes Joe
- likes swimming, basketball
- can read and write his name
- can take a shower and shave
- shaving part of ADL

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

### Writing Notes and Narratives

## UNIT 14

### Spelling Review

**Job Context:** Writing Notes for Documenting Individuals' Activities, Reporting Progress, etc.; Spelling Individuals' Names and Other Proper Nouns Correctly; Spelling Technical Words Correctly

**Communication Skills:** Spelling; Learning a Self-Study Technique for Improving Spelling; Dictionary Skills

**Objectives:**

- recognize the importance of spelling individuals' names correctly
- spell individuals' names correctly
- practice spelling technical words correctly
- review spelling rules and apply to writing
- learn a technique for self-study of spelling words
- review using a dictionary
- review meanings of words that are used frequently in reports
- use context to determine meaning of unknown words

### Purpose of Unit

This unit focuses on spelling. The student will review basic rules and learn techniques for developing their spelling skills.

### Learning Activity 1

Students are given guidelines for keeping a list of words they would like to learn how to spell.

**Learning Activity 2**

Students are asked to make a list of the names of individuals they currently work with and to check spelling against the records to see if they are spelled correctly.

**Learning Activity 3**

Students are asked to study a list of spelling rules that appears in Supplement 2.

**Learning Activity 4**

Dictionary use is reviewed. Students will use the dictionary to look up six words that appear on the Incident Report. They find the phonetic symbols and the various forms of the word.

**Learning Activity 5**

Students will view a portion of the SCIP training videotape. They will pick up to 10 words that are difficult for them to spell and apply the techniques that are presented in this learning activity to determine the correct spelling of those words.

**Videotape Material**

The video material for this Learning Activity is on Tape # 1, Segment 3. It begins at 31:02 and ends at 40:02.

**Guidelines for Evaluating Learning Activities:**

Students are asked to complete a worksheet where they record their activities and practice what they have learned in this unit. Review worksheet to see if it's completed.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 15

## Grammar and Punctuation Review

**Job Context:** Writing Reports and Log Entries

**Communication Skills:** Using Correct Verb Forms; Using Correct Punctuation; Writing Skills

**Objectives:**
- review concept of subject-verb agreement
- review verb-tense agreement
- review rules for using commas correctly
- practice using correct grammatical form

### Purpose of Unit

In this unit, from the **OMRDD Effective Writing Skills Supplemental Learning Guide**, students review correct grammar and punctuation usage.

### Learning Activity 1

Students are asked to read the Supplement and complete the Activity Sheet.

**Guidelines for Evaluating Learning Activity 1:**

Answers to the questions on the Activity Sheet are at the end of this unit.

**Learning Activity 2**

Students will pick one writing assignment they completed previously and edit it using the grammar and punctuation rules they reviewed today. Questions for Editing, based on the reading, are provided.

**Guidelines for Evaluating Learning Activity 2:**

Apply the editing questions to the students' work. Check to see if they have edited with these guidelines in mind.

## THEME AREA 2, UNIT 15, LEARNING ACTIVITY 2

### Questions for Editing

1. Have I changed person in the course of a sentence?
2. Are the subject and the verb in a sentence consistent in number?
3. Is the tense the same throughout my writing?
4. Is the voice the same within a sentence?
5. Have I used the active voice whenever possible?
6. Have I used commas correctly?

# ANSWER SHEET

1. wanders
2. is
3. need
4. has
5. You
6. they
7. Some managers assign tasks that their employees consider unnecessary.
8. Some linguists believe that women use more indirect questions and qualifiers than men.
9. Two accountants considered the estimates for the new residence much too low.
10. Because errors in writing are unacceptable and embarrassing, correctness is essential.
11. My boss has a horrible personality, and most people avoid him.
12. He had never shot a deer in his life, but he told great hunting stories.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 2

## Writing Notes and Narratives

## UNIT 16

## Changing Shifts

**Job Context:** Writing Notes From Own Observations

**Communication Skills:** Writing Skills; Observational Skills; Problem-Solving

**Objectives:**
- express observations in writing
- compare and contrast
- assess and correct own writing
- make a problem-solving decision

### Purpose of Unit

Understanding shift-change procedures is an extremely important aspect of direct care work. In this unit, students will observe and take notes on the changes of shift in two different worksites. They will compare what they view to the change of shift procedure at their own worksite. They will analyze an existing procedure in terms of how it works and how it might be improved. The problem-solving activities of observation, analysis, and decision-making are critical ones.

### Videotape Material

The video material for Learning activity 1 is on Tape # 1, Segment 7. It begins at 1:08:22 and ends at 1:13:31 when the words "End of Segment 7" appear.

**Learning Activity 1**

Students will take detailed notes on the video segment.

**Learning Activity 2**

Students will list how the changes of shift at the two sites are similar and different. They will then compare these to the change of shift at their own sites.

**Learning Activity 3**

Students will write an e-mail message about one of the three worksites, discussing what works well, ways to make the transition smoother, and ways to increase communication.

**Evaluation of Learning Activities:**

Notes should be clearly written and provide the appropriate level of detail. Ideas in e-mail message should be organized and well-thought-out. Work should be edited and spell-checked.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

## Incident Reports

## UNIT 17

## Incident Report Regulations

**Job Context:** Incident Report Regulations

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills

**Objectives:**
- review Incident Report regulations
- review written material about Incident Report regulations
- understand technical vocabulary through the context
- describe how you apply regulations to own practice
- improve writing skills - describe an event

### Purpose of Unit

This unit introduces students to the Theme Area on Incident Report writing. In this unit, they review Incident Report regulations and policy guidelines.

### Learning Activity 1

Students learn how to access **OMRDD News** from their terminal or computer.

### Learning Activity 2

Students read the Supplement, **Existing Regulations, Part 624, Reportable Incidents and Client Abuse,** from **OMRDD News.** They are given a set of Comprehension Questions to answer.

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**Guidelines for Evaluating Learning Activity 2:**

Answers to those questions are on the following page.

**Learning Activity 3**

Students are asked to give an example of an event or occurrence that took place at their worksite that was not a Reportable Incident or Allegation of Client Abuse and to describe how that event was documented.

**Guidelines for Evaluating Learning Activity 3:**

The type of event the student describes should give you a sense of whether the student understands the definition of Reportable Incident or Allegation of Client Abuse.

## THEME AREA 3, UNIT 17

### Comprehension Questions

### Answer Key

1. Enhance quality of care and ensure clients are free from mental and physical abuse.

2. To protect other clients from being exposed to the same risk.

3. For both, report on Reportable Incident Reporting Form 147(I). For Serious Reportable Incident, also immediately report to OMRDD.

4. The maltreatment or mishandling of a client which would endanger the physical or emotional well-being of the client through the action or inaction on the part of any individual.

5. Violation of Civil Rights.

6. Physical Abuse.

7. Seclusion.

8. Immediately informing OMRDD of all Reportable Incidents and/or instances of Alleged Client Abuse.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

### Incident Reports

## UNIT 18

### Recognizing Client Abuse

**Job Context:** Incident Report Regulations

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills; Application and Generalization of Information; Making Inferences

**Objectives:**

- describe how you distinguish between different types of incidents of abuse
- describe how you make decisions regarding incidents of abuse
- describe how you apply regulations to own practice
- improve writing skills
- apply information to new situations
- make inferences based on given information

### Purpose of Unit

This unit gives students practice in recognizing incidents of client abuse.

### Learning Activity 1

Students will complete the worksheet, "**Is This Abuse? " Exercise**, developed by the Bernard Fineson Developmental Center.

### Guidelines for Evaluating Learning Activity 1:

An answer key is included in this unit.

### Learning Activity 2

Students are asked to write, on e-mail, a description of a situation where there was an allegation of abuse at their worksite.

### Guidelines for Evaluating Learning Activity 2:

- Does the student provide a complete description: Who, What, When, Where?
- Does he or she give the category of abuse?
- Does he or she provide information on the action taken?
- Is the passage clear and well-worded?
- Has the spelling been checked and the work edited?

## THEME AREA 3, UNIT 18

### "Is This Abuse?" Exercise

### Answer Key

1. Yes, Psychological Abuse.
2. No.
3. Yes, Seclusion.
4. Yes, Inappropriate Use of Restraints.
5. Yes, Neglect.
6. No.
7. Yes, Mistreatment.
8. Yes, Psychological Abuse.
9. Yes, Sexual Abuse.
10. Yes, Violation of Client's Civil Rights.
11. Yes, Physical Abuse.

## THEME AREA 3

## Incident Reports

## UNIT 19

## Different Types of Incidents

**Job Context:** Incident Report Regulations

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills; Making Inferences; Application of Information to Different Settings

**Objectives:**
- review Incident Report regulations
- review written material about Incident Reports
- describe how you distinguish between different types of incidents
- understand technical vocabulary through the context
- describe how you apply regulations to own practice
- improve writing skills - provide details to support statements

### Purpose of Unit

In this unit, students review in more detail the definition of incidents. In addition, they will read regulations on the policy for reporting incidents including the responsibility of each person involved and the procedure they should follow. Incidents will be defined by type: Serious Reportable Incidents, Reportable Incidents, and Minor Incidents.

This reading material comes from the booklet **OMRDD Reporting Incidents,** developed by the Metro New York DDSO (Manhattan DDSO). The information in the booklet is based on the New York State **OMRDD Existing Regulation, Part 624, Reportable Incidents and Client Abuse**, part of which students read in the last unit.

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**Learning Activity 1**

Students will read the Supplement **Reporting Incidents** and answer comprehension questions about the passage.

**Guidelines for Evaluating Learning Activity 1:**

Answers to the comprehension questions are provided on the following page.

**Learning Activity 2**

Students are given three samples of Injury Intervention Forms. They are asked to determine whether the occurrence is an Incident, to categorize the Incident, and to state whether the action taken was adequate.

**Guidelines for Evaluating Learning Activity 2:**

Answers to questions on Injury Intervention Forms are provided on the following page.

## THEME AREA 3, UNIT 19

### Reporting Incident Supplement

### Answer Key

1. See Definition Section of **Reporting Incident** Supplement for each type of incident.
2. See first item under Responsibility/Procedure section of **Reporting Incident** Supplement for each type of Incident.

### Sample Injury Intervention Form Supplement

### Answer Key

Note: Because cases have limited information, students may choose categories other than the ones listed here. If they are able to justify their choices according to guidelines in the **Reporting Incident** Supplement, consider it correct.

Injury Intervention Form #1
  Serious Reportable Incident (assuming HCU means individual was taken to a hospital).

Injury Intervention Form #2
  Minor Incident--required only First Aid.

Injury Intervention Form #3
  Reportable Incident--absence of individual for less than two hours.

REFERENCE: PART 624
SUBJECT: INCIDENTS
TOPIC: SERIOUS REPORTABLE INCIDENTS

I. DEFINITION:

A. Serious Reportable Incidents - Are reportable incidents which because of the severity or sensitivity of the situation, must also be immediately reported to OMRDD.

These Include:

1. Injury - Any injury that results in the admission of the individual to a hospital or 24-hour infirmary for treatment or observation because of the incident.

2. Leave Without Consent - All unauthorized absences of an individual for more than two (2) hours after formal search procedures have been initiated. Reasoned judgement, taking into consideration the individual's habits, deficits, capabilities, health problems, etc., shall determine when formal search procedures need to be implemented. Formal search procedures must be implemented if the individual has been missing for four (4) hours. However, formal search procedures shall be initiated immediately upon discovery of the absence of an individual whose absence constitutes a recognized danger to the possible well being of that individual or others.

3. Death - Any death due to other than natural and expected causes.

4. Medication Error - Any medication error that results in the admission of the individual to a hospital or 24-hour infirmary for treatment or observation.

5. Criminal Acts - Any possible criminal act on the part of individual such as homicide, homicide attempt, rape, public lewdness, robbery, etc.

6. Sensitive Situations - Individual related situations of a delicate nature which need to be brought to the attention of OMRDD as expeditiously as possible.

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II. POLICY:

A. All serious reportable incidents, as defined above, shall be reported on Form 147 I, Reportable Incident, and thoroughly investigated, and corrective action shall be taken to prevent recurrences.

B. Reports of serious incidents and subsequent documentation of investigations shall be maintained so as to protect the privacy of individuals, other individuals involved, or other persons whose names may appear in the report. They shall be retrievable by individual name and identification code.

C. When a serious reportable incident is suspected to have occurred at a location not under the auspices of the SOICF/CR. The Team Leader shall determine whether program is State operated or certified, and whether the allegation is being reported and investigated. If this cannot be determined, or if the event occurred at a program not certified by OMRDD, an investigation is to be made to the extent possible, and followed through as for incidents occurring in the SOICF/CR.

D. Investigations which require access to other programs their staff, individuals, or records shall be attemp through cooperation. If prompt response is not forthcoming, the MBDSO Deputy Director of Program Operations shall be contacted for assistance in the conduct of the investigation.

E. The SOICF/CR Program Manager shall notify any other program with which the individual is associated of any reportable incident or allegation of abuse if it has resulted in visible evidence of injury to the individual may be of concern to another program, or may impact upon programming or activities at another program.

F. In establishing the difference between a serious reportable incident and a situation which need not be reported, recorded, investigated and reviewed, the reasoned judgement of the MBDSO Director or his designee in conformance with agency policy, shall prevail. Such decisions shall be documented, and reviewed by the Special Incident Review Committee.

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| RESPONSIBILITY: | PROCEDURE: |
|---|---|
| Staff present when incident occurs | 1. Immediately responds and provides necessary services to the individual. |
| | 2. Obtains medical assistance as necessary. |
| | 3. Notifies Program Manager, Head of Shift immediately. |
| Nurse/Physician | 4. Renders necessary medical services. Documents on Form 147 I. |
| Program Manager/ Head of Shift | 5. Notifies Team Leader immediately. After business hours notifies AOD. |
| Team Leader | 6. Notifies:<br>a. The Deputy Director of Program Operations immediately.<br>b. If incident is a medication error, the MBDSO Nursing Program Coordinator. |
| | 7. Begins to fill out Form 147 I, and ensures that each staff member who was present in the room/area and/or observed or discovered the incident completes employee statement prior to conclusion of shift. |
| | 8. Makes entry of incident on DVP 95, Interdisciplinary Treatment Team notes. |
| Nursing Program Coordinator | 9. For medication error with adverse effects, consults with Team Leader. |

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|---|---|
| Team Leader | 10. Submits results of preliminary investigation, to the Deputy Director of Program Operations within 24 hours of occurrence, including Form 147 I, and any other documentation available at the time. |
| | 11. Further investigates incident and writes report. Submits to Deputy Director of Program Operations as soon as possible. |
| | 12. Immediately notifies:<br>a. MBDSO, Deputy Director for Quality Assurance. |
| Deputy Director of Program Operations | 13. Reviews and signs completed Form I, and forwards to Special Incident Review Committee immediately. |
| | 14. Reviews and signs Team Leader investigation report. Investigates further if necessary. Forwards to Special Review committee as soon as possible. |
| ICF/CR Program Manager | 15. Within 24 hours notifies individual's parents, guardian, or correspondent unless otherwise documented in the individual's record. For Willowbrook class individuals, notifies CAB. |
| Team Leader | 16. Within 24 hours sends a copy of Form 147 I to:<br>a. MBDSO Deputy Director for Quality Assurance |
| | 17. Within three (3) working days sends a copy of Form 147 I to:<br>a. Mental Hygiene Legal Services |

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|---|---|
| | 18. For all Willowbrook individuals sends a copy of Form 147 I to:<br>a. Professional Advisory Board<br>b. Consumer Advisory Board (at Staten Island) |
| | 19. In case of incident involving a criminal act, notifies MBDSO Director. |
| | 20. In case of incident involving a death, notifies, the MBDSO Director and the Coordinator of Health Services. |
| Coordinator of Health Services | 21. Immediately notifies the Medical Examiner and the Police by telephone for all suicides, homicides, accidental deaths or deaths due to suspicions unusual or unnatural, or unknown circumstances. |
| | 22. Ensures the completion of Form QCC 100, and submission to the Commission on Quality of Care within 72 hours. |
| MBDSO Director/Designee | 23. Notifies law enforcement officials of any incident involving criminal acts as soon as possible, but within three (3) working days. |
| | 24. Submits written report on deaths due to unusual or unnatural, suspicious circumstances within three (3) working days to:<br>a. Law Enforcement officials<br>b. Medical Examiner |

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|---|---|---|
| Team Leader | 25. | Within thirty (30) days and monthly thereafter until closure, submits written follow-up to the Special Incident Review Committee. |
| Special Incident Review Committee | 26. | Review all serious reportable incidents within one (1) week of their occurrence or discovery. |
| | 27. | Sends Committee minutes as monthly report on progress or results of investigations to:<br>a. MBDSO Director<br>b. Board of Visitors<br>c. MHLS<br>d. CAB - Only for Willowbrook PAB - Class Individuals<br>e. MBDSO Deputy Director of Program Operations. |

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REFERENCE: PART 624
SUBJECT: INCIDENTS
TOPIC: REPORTABLE INCIDENTS

I. DEFINITION:

A. Reportable Incident - Significant events or situations which endanger an individual's well-being.

These include:

1. Injury - Any suspected or confirmed injury or harm to individual, whether or not the cause can be identified, which results in an individual requiring medical or dental treatment by a physician, dentist, physician's assistant, or nurse practioner to have the condition diagnosed, controlled and/or attended to with more than first aid, include: Choking incidents, improper substance ingestion, lacerations which require one or more sutures, human bites where skin is broken, and seizure falls where a head injury is sustained and/or marked side effects are noted.

2. Leave Without Consent - Absence of an individual for less than two (2) hours where such absence constitutes a recognized danger to the possible well being of that individual or others.

3. Death - All loss of life, regardless of cause.

4. Restraint - The act of limiting an individual's behavior through the use of:

   a. Any device which prevents the free movement of both arms or both legs, as ordered by a physician.

   b. Any device which totally immobilizes an individual, as ordered by a physician.

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c. Any device, other than (a) and (b) above, which is ordered by a physician but is not sanctioned as part of a specific behavior management plan or as an approved physical safeguard or medical safeguard.

d. Any medication as ordered by a physician as a restraint, or which renders the individual unable to satisfactorily participate in programming leisure or other activities.

5. Medication Error - That situation in which an individual evidences marked adverse effects due to:

a. The administration of medication in a incorrect dosage, in an incorrect specified form, by incorrect route of administration or which has not been prescribed or ordered.

b. Administration of a medication to the wrong individual.

c. Failure to administer a prescribed medication.

NOTE: Errors which do not result in marked adverse effects are not reportable incidents, but must be documented.

6. **Sensitive Situations** - Those individual related situations, not described above, which may be of a delicate nature and which are reported to ensure awareness of the circumstances.

## II. POLICY:

A. All reportable incidents, as defined above, shall be reported and documented on Form 147 I, **Reportable Incidents**. All reportable incidents shall be thoroughly investigated and corrective action shall be taken, as appropriate, to prevent recurrences. Incident reports and subsequent documentation shall be maintained so as to protect the privacy of individuals, other individuals involved, or other persons whose names may appear in the report. They shall be retrievable by individual name and identification code.

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B. When an incident is suspected to have occurred at a location not under the auspices of the SOICF/CR, the Team Leader shall determine whether the program is State operated or certified, and whether the allegation is being reported and investigated. If this cannot be determined, or if the event occurred at a program not certified by OMRDD, an investigation is to be made to the extent possible, and followed through as for incidents occurring in the SOICF/CR.

C. Investigations which require access to other programs, their staff, individuals or records shall be attempted through cooperation. If prompt response is not forthcoming, the MBDSO Deputy Director of Program Operations shall be contacted for assistance in the conduct of the investigation.

D. In establishing the difference between a reportable incident and a situation which need not be reported, recorded, investigated, and reviewed, the reasoned judgement of the MBDSO Director or his designee, in conformance with agency policy, shall prevail. Such decisions shall be documented and reviewed by the Special Incident Review Committee.

E. When an incident occurs, the immediate supervisor shall be responsible for initiating Form 147 I, Reportable Incidents.

| RESPONSIBILITY: | PROCEDURE: |
|---|---|
| Staff present when incident occurs | 1. Immediately responds, and provides necessary services to the individual.<br>2. Obtains medical assistance as necessary.<br>3. Immediately notifies the Program Manager and Head of Shift. |
| Nurse/Physician | 4. Renders necessary medical services. |
| Program Manager/ Head of Shift | 5. In case of:<br>a. Serious incident, see policy on Serious Reportable Incidents. |

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|---|---|
|  | b. Allegations of Abuse, see Policy on Client Abuse. |
|  | 6. Notifies Team Leader before the end of shift. After business hours notifies AOD. If the incident is a medication error, notifies the MBDSO Nursing Program Coordinator. |
|  | 7. Begins to fill out Form 147 I, and ensures that each staff member who was present in the room/area and/or observed or discovered the incident completes employee statement prior to conclusion of shift. |
|  | 8. Makes entry of incident on DVP 95, Interdisciplinary treatment Team notes. |
| Nursing Program Coordinator | 9. For medication error with adverse effects, consults with Team Leader. |
| Nurse | 10. Completes Medication Error Form, attaches original to incident report, and sends copies as indicated in Nursing Services Manual. |
|  | 11. For medication error with no adverse effects, completes only Medication Error Form:<br>a. Sends original to Special Incident Review Committee.<br>b. Sends copies as indicated in Nursing Services Manual. |

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| | |
|---|---|
| Team Leader | 12. Completes and signs Form 147 I, Reportable Incident. Reviews employee statements. Submits Form 147 I, with attachments, to Deputy Director of Program Operations within 48 hours of occurrence or discovery of incident. |
| | 13. Investigates incident further as necessary and writes report. Submits report to Deputy Director of Program Operations as soon as possible. |
| Deputy Director of Program Operations | 14. Reviews and signs completed Form 147 I Forwards to Special Incident Review Committee one (1) week prior to Committee meeting date. |
| | 15. Reviews and signs Team Leader/Program Director investigation report. Investigates further if necessary. Forwards reports to Special Incident Review Committee as soon as possible. |
| ICF/CR Program Manager | 16. Within 24 hours, notifies individual's parents, guardian, or correspondent unless othherwise documented in the individual's record. |
| Team Leader | 17. For all Willowbrook individuals, sends copy of Form 147 I to:<br>a. Professional Advisory Board<br>b. Consumer Advisor Board (at Staten Island). |
| | 18. Within three (3) working days, sends a copy of Form 147 I, to the Mental Hygiene Legal Services. |

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| | | |
|---|---|---|
| | 19. | In case of death, notifies Coordinator of Health Services. |
| Coordinator of Health Services | 20. | In cases where the incident results in death, ensures the completion of Form QCC 100. |
| Special Incident Review Committee | 21. | Reviews all reportable incidents. Submits recommendations to the MBDSO Director. See policy on Special Incident Review Committee. |

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REFERENCES: PART 624
SUBJECT: INCIDENT
TOPIC: MONITORING OF MINOR INCIDENTS

## I. DEFINITION:

Minor Incidents - Incidents that require only first aid, except where allegations of abuse are made.

## II. POLICY:

Minor incidents shall be recorded on Form 147 I, and reviewed for trends.

| RESPONSIBILITY: | PROCEDURE: |
|---|---|
| Staff observing or discovering incident | 1. Provides or obtains first aid as necessary. |
| | 2. Fills our Form 147 I. |
| | 3. Makes entry in DVP 95, Interdisciplinary Team Notes. |
| Program Manager/ Head of Shift | 4. Reviews and signs Form 147 I, and forwards to Team Leader. |
| Team Leader | 5. Reviews and signs Form 147 I, and forwards to Special Incident Review Committee. |
| Special Incident Review Committee | 6. Reviews and identifies any trends or patterns which may be emerging, and refers to he MBDSO Director. |

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

## Incident Reports

## UNIT 20

## Examples of Abuse and Incidents

**Job Context:** Incident Report Regulations

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills

**Objectives:**
- describe how you distinguish between different types of incidents and allegations of abuse
- describe how you make decisions regarding incidents and allegations of abuse
- improve writing skills

### Purpose of Unit

In this unit, students identify examples of abuse and incidents and review classification and reporting. They will also write to their e-mail partner.

### Videotape Material

The video material for this unit is on Tape # 1, Segment 8. It begins at 1:13:39 and ends at 1:18:09.

### Learning Activity 1

Students view six videotaped vignettes of incidents or abuse and answer questions on a worksheet.

**Guidelines for Evaluating Learning Activity 1:**

Students will self-correct their work.

**Learning Activity 2**

Students will send an e-mail message to their e-mail partner.

**Guidelines for Evaluating Learning Activity 2:**

The purpose of this activity is to continue to foster a relationship between the e-mail partners. This message will not be copied to you, giving the students the freedom to discuss whatever they wish with their partner.

# THEME AREA 3, UNIT 20

## Supplement

## Answer Key

### Worksheet for Videotape on Abuse & Incident Examples

Example 1: Psychological Abuse, 147 (A) Allegations of Client Abuse

Example 2: Psychological Abuse, 147 (A) Allegations of Client Abuse

Example 3: Psychological or Physical Abuse, 147 (A) Allegations of Client Abuse

Example 4: Seclusion, 147 (A) Allegations of Client Abuse

Example 5: Neglect, 147 (A) Allegations of Client Abuse

Example 6: Minor Incident *, 147 (I) Incident Report Form, Log Book, N27

* How this is reported may be different in each DDSO.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

## Incident Reports

## UNIT 21

## Incidents at Your Worksite

**Job Context:** Reporting Incidents

**Communication Skills:** Reading Comprehension; Problem-Solving; Writing Skills

**Objectives:**
- review Incident Reports
- review written material about Incident Reports
- review technical vocabulary through the context
- describe how you apply regulations to own practice
- improve writing skills - writing supportive details

### Purpose of Unit

In this unit, students will apply what they have learned so far to their own experience with incidents at their worksites.

### Learning Activities 1 and 2

Students are asked to describe an incident that happened at their own worksite, to state and justify the appropriate category for it, and to give the steps they took to report it.

They are then asked to reread the Supplement, **Incident Reporting Procedures**, included with this unit. Students will compare the reporting procedures they used to these regulations and will discuss what they would do differently the next time.

Students will complete this exercise by e-mail.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Your comments on this writing exercise should focus on the accuracy of the description (i.e., does it address Who? What? When? Where?) and the clarity of their writing. Students are asked to edit and spell-check their work using the All-In-One system.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

## Incident Reports

## UNIT 22

## Vocabulary Review (Incident Reports)

**Job Context:** Understanding Vocabulary Pertaining to Incident Reports

**Communication Skills:** Vocabulary Development; Reading Comprehension

**Objectives:**
- review vocabulary that appears on Incident Report
- use a strategy for understanding vocabulary in context

### Purpose of Unit

In this unit, students review the vocabulary that appears on an Incident Report.

### Learning Activity

Students are asked to circle the words they don't understand on an Incident Report. They then make guesses as to the meaning of these words and give the reasons for their assumptions. They check their work by looking up the words in a dictionary. They then see if they can find the word in the context of the Incident Report Regulations they read for Units and 17 and 19. Finally, they write sentences with five of the words.

### Guideline for Evaluating Learning Activity:

You can assess the extent of your students' facility with technical vocabulary by the number of words they've identified and how close their definitions match the dictionary definitions. Sentences should be complete and exemplify proper usage of the words.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

## Incident Reports

## UNIT 23

## Developing Observational Skills

**Job Context:** Writing Descriptions of Incidents

**Communication Skills:** Developing Observational Skills; Writing Descriptions of Incidents

**Objectives:**
- cultivate observational skills
- review important components of incident descriptions
- review writing descriptions of incidents
- check completeness and accuracy of own descriptions
- improve writing skills

### Purpose of Unit

In this unit, students develop their observational skills beginning with a simple setting and ending with a more complex scene. Units 23 and 24 use the same video segment. Some of the activities students complete for Unit 24 will refer to work done for Unit 23.

### Videotape Material

The video material for this unit is on Tape # 1, Segment 9. It begins at 1:18:09 and ends at 1:29:29.

**Learning Activity 1**

Students will jot down their thoughts on what would be important to include in a description of the room they are in.

**Learning Activities 2 and 3**

Students are asked to write a description of two scenes they view on videotape: an outdoor scene and a dining area. They check their descriptions against a list to be sure they've included all the important details.

**Guidelines for Evaluating Learning Activities:**

Check to see if descriptions are thorough and include all pertinent details. The checklists for Sections 1 and 2 of Segment 9[1] are on the following pages.

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs.

## THEME AREA 3, UNIT 23

### Supplement

### Segment 9, Section 1 : Checklist for Outdoor Scene

| 1ST & 2ND VIEWING | 3RD VIEWING | |
|---|---|---|
| ______ | ______ | • building with 3 dark windows |
| ______ | ______ | • trees along a curved road |
| ______ | ______ | • walking path |
| ______ | ______ | • driveway parallel to walking path |
| ______ | ______ | • valley of trees in background |
| ______ | ______ | • indiv. walking quickly along driveway |
| ______ | ______ | • passes other indiv. following 1st person & indiv. leaves screen |
| ______ | ______ | • playground/picnic area |
| ______ | ______ | • swing set |

| **1ST & 2ND VIEWING** | **3RD VIEWING** | |
|---|---|---|
| ______ | ______ | - merry-go-round--self-spin, beige, rectangular handles |
| ______ | ______ | - redwood picnic table |
| ______ | ______ | - stack of stones |
| ______ | ______ | - green lawn |
| ______ | ______ | - thinly spread out trees in background |
| ______ | ______ | - bald spot in grass in foreground |

## THEME AREA 3, UNIT 23

## Supplement

### Segment 9, Section 2 : Checklist for Dining Area

| 1ST & 2ND VIEWING | 3RD VIEWING | |
|---|---|---|
| ________ | ________ | • 2-part dining room |
| ________ | ________ | • back section--2 people sitting at the table |
| ________ | ________ | • front section--empty dining table |
| ________ | ________ | • partial view of table |
| ________ | ________ | • 3 chairs |
| ________ | ________ | • beige table cloth |
| ________ | ________ | • white flowers in center of table |
| ________ | ________ | • wood china cabinet to the left |
| ________ | ________ | • plates are upright on shelves |

| **1ST & 2ND VIEWING** | **3RD VIEWING** | |
|---|---|---|
| ________ | ________ | • mural of trees hangs on dining wall |
| ________ | ________ | • two small pictures to left of mural |
| ________ | ________ | • light fixtures in line along hallway from one dining area to another |

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 3

## Incident Reports

## UNIT 24

## More on Observation

**Job Context:** Writing Descriptions Of Incidents

**Communication Skills:** Developing Observational Skills; Writing Descriptions of Incidents; Note-Taking Skills

**Objectives:**

- practice note-taking skills
- cultivate observational skills
- review important components of incident descriptions
- review writing descriptions of incidents
- check completeness and accuracy of own descriptions
- improve writing skills - write a detailed description

### Purpose of Unit

In this unit, students continue work on developing their observational skills.

### Videotape Material

The video material for this unit is the same videotape used in Unit 23 - Tape # 1, Segment 9. It begins at 1:18:09 and ends at 1:29:29. Students will be working with Section 3 (1:23:19 - 1:27:12) and Section 4 (1:27:13 - 1:29:29).

**Learning Activity 1**

Students will take notes as they view a segment of the tape where Joe, a Direct Care Worker, is talking about meal procedures. They will then check on Supplement 1 the procedures they've included in their notes. They will view the tape again and put an X next to the ones they missed when they hear them on the tape.

**Learning Activity 2**

Students will view a dining activity and check off, on Supplement 1, the procedures that take place. They check their work against an answer key (Supplement 2).

**Learning Activity 3**

Students are asked to evaluate their performance on the Learning Activities in this unit and Unit 23.

**Guidelines for Evaluating Learning Activities 1, 2, and 3:**

In these activities, students have checked and evaluated their own work.

**Learning Activity 4**

Students are asked to write a description of dinner time at their site and e-mail it to their e-mail partner.

**Guidelines for Evaluating Learning Activity 4:**

Completion of this unit marks the end of the first quarter of the Study Guide materials. When reviewing written work for this Learning Activity and the Learning Activities that follow, students should be responsible for the writing skills they reviewed up to this point in Units 11 and 12 and that include the following:

- Are notes accurate and specific?
- Is all pertinent information included?
- Are accepted abbreviations used?
- Are sentences well-written and clear?
- Is spelling correct?
- Is purpose clear?
- Are ideas organized and is main message clear?

- Has audience been identified?
- Have trite or pretentious phrases been eliminated?
- Have redundant words and phrases been eliminated?
- Have phrases which state the obvious been eliminated?
- Has the person changed in the course of a sentence?
- Are the subject and the verb in a sentence consistent in number?
- Is the tense the same throughout the writing?
- Is the voice the same within a sentence?
- Has student used the active voice whenever possible?
- Have commas been used correctly?

**Learning Activity 5**

Students are asked to practice being good observers in their daily lives.

## THEME AREA 3, UNIT 24

## Supplement 1

## Joe's Comments on Meal Procedure

| Included in Notes | Procedures | Appears on Videotape Section 3 (Dining Activity) |
|---|---|---|
| _______ | • modified cafeteria style | _______ |
| _______ | • kitchen workers prepare food, set up trays, put on cart | _______ |
| _______ | • DA presents tray to client | _______ |
| _______ | • if client is blind, leave meal on tray | _______ |
| _______ | • if client is not blind, DA serves--similar to meal in outside society | _______ |
| _______ | • goals and objectives in meal, ex.--sign eat, don't eat with fingers | _______ |
| _______ | • make atmosphere as homelike as possible--talk, kid with them | _______ |
| _______ | • DAs don't eat with clients | _______ |

## THEME AREA 3, UNIT 24

### Supplement 2

### What Procedures Are Followed in Dining Room--Segment 9, Section 4[1]

- Joe brings tray and empties it for individual
- Joe carries on conversations with individuals
- Workers serve cafeteria style
- Joe brings tea to serve individuals
- Some individuals have trays (Blind individuals)

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

## UNIT 25

### Filling Out Incident Report Forms

**Job Context:** Filling Out Incident Reports

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Reading Comprehension; Filling in an Incident Report

**Objectives:**
- follow directions on an Incident Report
- review categories on Incident Report
- review written material on Incident Reports
- review procedure for checking completeness and accuracy of Incident Reports
- complete an Incident Report form

**Purpose of Unit**

This unit begins a series of advanced Learning Activities on Incident Reports. In this unit students review the steps in completing an Incident Report form.

**Learning Activity 1**

Students review instructions on how to complete Incident Report forms. They will underline anything that is unclear and discuss it with you in an e-mail message.

**Learning Activity 2**

Students will practice completing an Incident Report using two case descriptions. They will then check their work against the answer key provided.

## Guidelines for Evaluating Learning Activities:

Students will self-correct their own work. They will send you an e-mail letter telling you about their work on this unit and posing any questions they want answered.

## INSTRUCTIONS FOR COMPLETING INCIDENT REPORT FORMS

| | |
|---|---|
| **# 1 - 5** | Fill in information about your agency. |
| **# 6 - 7** | Some sites ask the designated staff to leave these boxes blank to be completed by a supervisor who will make the judgement of whether it is a serious incident or not based on the content of the report. |
| **# 8 - 10** | Basic client information. |
| **# 11 - 13** | Additional client information to be found in client's files. |
| **# 14 - 16** | When the incident took place; who was present. |
| **# 17 - 20** | Information about type of incident. |
| **# 18** | If you answer yes to this, you have to complete the reverse side of Form 147(I): Allegation of Clent Abuse Form 147(A). |
| **# 20** | You can check off as many boxes as apply. If you mark off box 1, Action of Client, you must complete #23. |
| **# 21 - 22** | Information about the location of the incident. |
| **# 23** | Complete only if Box #1 in item 20 was marked. |
| **# 24** | Asks for what corrective actions were taken. Check off as many as apply and provide additional detail if necessary. |
| **# 25** | Description of Incident. This should be detailed and complete so that someone who was not present can clearly understand what happened. Include Who? What? When? Where? Include information about any first aid given. |
| **# 26 - 29** | Asks for information about the client's residence. |
| **# 30** | Person completing this part of the form prints his or her name and title, provides his or her signature, and the date. |
| **# 31 - 32** | The rest of the form is completed by others at OMRDD. |

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

## Incident Reports, Part Two

## UNIT 26

## Recognizing Errors in Incident Reports

**Job Context:** Filling Out Incident Reports

**Communication Skills:** Following Directions; Understanding Categories on Forms; Reading Comprehension; Filling in an Incident Report

**Objectives:**

- review written material on Incident Reports
- review procedure for checking completeness and accuracy of Incident Reports
- detect and correct errors in an Incident Report

### Purpose of Unit

In this unit, students will practice recognizing when an Incident Report is filled out accurately and completely. They will also review how to check their reports to see if they are completed correctly.

### Learning Activities 1 and 2

Students are asked to review a sample Incident Report to determine if it is filled out correctly. They will make a list of everything that should be changed to make the Report more accurate and complete. Then they will answer questions about the Report.

### Guidelines for Evaluating Learning Activities 1 and 2:

Check student's list of things that should be changed against the sample Incident Report to see if the changes make sense. Answers to the Question Sheet are provided below.

### Learning Activity 3

Students are asked to use the checklists provided to review an Incident Report they have completed on the job to see if it is complete, clear, and accurate.

### Guidelines for Evaluating Learning Activity 3:

Only those students who have completed an Incident Report on their job will be able to complete this activity.

(11)

Form OMR 5A (4-78)

## STATE OF NEW YORK
### OFFICE OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES

[redacted]

TO: [redacted]

FROM: [redacted]

Subject: attached 147

☐ AS REQUESTED DATE:

☐ FOR YOUR COMMENTS ☐ FOR YOUR INFORMATION

☐ FOR YOUR APPROVAL ☐ NOTE & RETURN

☐ TAKE APPROPRIATE ACTION ☐ NOTE & FILE

☐ CALL ME ☐ FOR YOUR SIGNATURE

☐ SEE ME ☐

This is not a serious 147. On interview of staff, [redacted] is now back to former P/CA behavior which we have not seen since she came to us.

A Part III will be completed with program review at QLC on 7/13/9

She is being monitored & has passed in stool part of diaper.

[redacted]

This is not a serious 147.
On interview of staff, --- is now back to former P/CA behavior which we have not seen since she came to us.

A Part III will be completed with program review at QLC on 7/13/94.

[redacted] She is being monitored and has passed in stool part of diaper.

BEST COPY AVAILABLE

SUPPLEMENT I

(11)

Form OMR 14

# REPORTABLE INCIDENT REPORTING FOR

AGENCY

2. FACILITY NAME Developmental Center

3. PROGRAM TYPE

4. FACILITY ADDRESS N.Y.

5. PHONE

6. IS THIS A SERIOUS INCIDENT 1 ☒ Yes 2 ☐ No

7. INCIDENT NUMBER 1127 6150

A TO BE COMPLETED BY STAFF DESIGNATED IN AGENCY POLICY

8. CLIENT'S NAME (Last, First) [redacted]

9. AGE 8-6-42

10. SEX 1 ☐ M 2 ☒ F

11. CLIENT I.D. NO. [redacted]

12. (X All Which Apply)

Moderate 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Severe 6 ☐ Communication 7 ☐ Independent Living 8 ☐ Learning 9 ☐ Mobility 10 ☐ Self Direction

DEVELOPMENTAL DISABILITY

1 ☒ MR 2 ☐ Mild 3 ☐ Moderate 4 ☐ Severe 5 ☐ Profound

6 ☐ C.P.

7 ☐ Epilepsy

8 ☐ Autism

9 ☐ Neurological Impairment (Specify in #35)

13. MEDICATION REGIMEN OF CLIENT (X One Only)

1 ☐ None

2 ☐ Antibiotic Only

3 ☐ Psychotropic Only

4 ☐ Antiepileptic Only

5 ☐ Antibiotic-Psychotropic

6 ☐ Antibiotic Antiepileptic

7 ☐ Psychotropic-Antiepileptic

8 ☐ Psychotropic-Antiepileptic-Antibiotic

9 ☐ Other

10 ☐ Missing

14. DATE & TIME OF INCIDENT: 1 ☐ Observed 2 ☒ Discovered

Mo. 07 Day 10 Year 94 Hour 11Am Min. 00 ☐ AM ☒ PM

15. Number of Clients Present at Time of Incident

16. Number of Employees Present at Time of Incident 3

17. CLASSIFICATION OF INCIDENT (X One)

1 ☐ Injury

2 ☐ Leave Without Consent

3 ☐ Death

4 ☐ Restraint

5 ☐ Medication Error

6 ☐ Possible Criminal Act

7 ☐ Sensitive Situation

18. Is this incident also a case of Suspected Client abuse? 1 ☐ Yes 2 ☐ No

If "yes" complete reverse side

19. Was this a sudden or Unusual Death? 1 ☐ Yes 2 ☒ No

20. CAUSES OF INCIDENT (X All Which Apply)

1 ☐ Action of Client (See #23)

2 ☐ Physical Handicap

3 ☐ Seizure/Fainting

4 ☐ Fall

5 ☐ Use of Restraint

6 ☐ Actions of Other Client

7 ☒ Actions of Employee

8 ☐ Actions of Visitor

9 ☐ Intoxication

10 ☐ Drug Misuse

11 ☐ Hazardous Conditions on Facility Property

12 ☐ Faulty, Inadequate or Inappropriate Equip.

13 ☐ Unknown

14 ☐ Other (Specify in #25)

21. LOCATION OF INCIDENT: 1 ☒ Indoors 2 ☐ Outdoors

22. SPECIFIC LOCATION

1 ☐ Living Room 2 ☒ Bedroom 3 ☐ Kitchen 4 ☐ Bathroom 5 ☐ Hallway 6 ☐ Staircase 7 ☐ Dining Room 8 ☐ Program Room 9 ☐ Recreation Area/Room 10 ☐ Off Facility Property 11 ☐ Unknown 12 ☐ Other (Specify in 25

23. CLIENT'S ACTIONS (X One Only if Box #1 in Item 20 was marked)

1 ☐ Self Abusive

2 ☐ Assaultive

3 ☐ Provocative

4 ☒ Accidental

5 ☐ Other (Specify in #25)

24. WHAT CORRECTIVE OR OTHER ACTIONS HAVE BEEN TAKEN?

1 ☒ Medical Treatment

2 ☐ Client Relocated

3 ☐ Staff Relocated

4 ☐ Maintenance Request

5 ☐ Plan Modification

6 ☐ Client Observation

7 ☐ Client Supervision

Other (Explain) 7/10/94 11 PM Dr. O notified. The [illegible] [illegible] Small [illegible] [illegible] abstraction closely. Presently abd: soft + no distress noted. [illegible] monitor. [illegible] RN II

25. DESCRIPTION OF INCIDENT: If report is completed by person other than individual with first knowledge of situation, attach written report of that person and reports from any other persons involved. (1) Describe incident, and include address if different from 2/4 or 26. (2) Give names of witnesses and others involved. (3) Specify first aid (if given)

Found in bed on rounds eating a stuffed. Consumed large amount. RN notified. MD notified.

(Continue on separate sheet if necessary)

26. CLIENT'S RESIDENTIAL ADDRESS (If different than #2 & 4 above)

27. DDSO

28. TYPE 1 ☐ SOCR 2 ☐ VOCR 3 ☐ SOICF 4 ☐ VOICF 5 ☒ Other 6 ☐ FC 7 ☐ DC

29. CLIENT'S PRESENT LOCATION (If different from residence) 23

30. PRINT NAME OF PERSON COMPLETING PART A TITLE DA SIGNATURE DATE 7-10-94

31. PRINT NAME OF PERSON COMPLETING REVIEW TITLE MHTA SIGNATURE DATE 7/11/94

PART B — To be Completed by Director/Chief Executive Officer After Review

SIGNATURE DATE

PART C - To Be Completed By the Incident Review Committee

32. Was this information inaccurate or insufficient? 1 ☐ Yes - If "Yes" Specify on attached sheet 2 ☐ No

SIGNATURE DATE

BEST COPY AVAILABLE

## Supplement 1

24. Dr. D--- notified that --- ate a whole diaper torn in pieces. Small sections found. She is to be monitored for obstructions closely. Presently abd. soft and no distress noted. Staff to monitor stools.

--- RN II

25. Found in bed on rounds eating a attend. Consumed large amount. RN notified. MD notified.

## THEME AREA 4, UNIT 26

### Supplement 2, Questionnaire

### Answer Key

1. A serious incident is an injury that results in the admission of the individual to a hospital or infirmary. The incident was not severe enough to warrant that action.
2. These items are left blank because none of the choices applies to this individual.
3. The hour box should just include the number 11. There is a check-off for PM on the right.
4. This box should be completed. If no clients are present at the time of incident a zero should be put in this box.
5. Yes. Injury.
6. Box #2, "No."
7. No. Box 1 should be checked.
8. This box should only be checked if box 1 on item #20 is checked. If not (on this report box 1 was not checked) this item should be left blank.
9. This is a good example of why clear handwriting is important. It is impossible to understand what is written in item #24. People who need to know this information will not receive it or will misunderstand it.
10. No.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

### UNIT 27

### Vocabulary Review (Incident Reports)

**Job Context:** Understanding Vocabulary Pertaining to Incident Reports

**Communication Skills:** Vocabulary Development; Reading Comprehension

**Objectives:**

- review vocabulary pertaining to Incident Report form
- employ a system for learning new technical vocabulary

#### Purpose of Unit

In this unit students review technical vocabulary that is pertinent to Incident Reports.

#### Learning Activity 1

Students review a glossary of terms related to incidents and Incident Reports. Then they complete the question sheet.

#### Learning Activity 2

Students are reminded to keep track of any technical vocabulary they come across on the job and don't understand by keeping vocabulary cards. They are told they can look up the words in their dictionary or trade words with their e-mail partner.

#### Guidelines for Evaluating Learning Activities:

An answer key is provided on the next page.

## THEME AREA 4, UNIT 27

## Glossary Question Sheet

## Answer Key

1. Only within the context of a planned behavior-modifying program.

2. Yes.

3. Student will provide answers from own experience.

4. The central office administration of OMRDD.

5. Four of the following:
    - client identification data
    - diagnostic reports
    - assessments
    - service plans
    - medical data
    - activity schedules
    - interdisciplinary team meeting and reports
    - staff action records
    - information on efforts to place clients in a less restrictive level of programming

6. No.

7. Medical safeguard -- device which controls movement, prescribed by physician for limited period

    Physical safeguard -- device which inhibits movement, to ensure safety, ongoing use, part of Individual Program Plan

8. Isolation -- a form of seclusion intended to minimize sensory stimulation by the sterility of the environmental design. Prohibited by OMRDD.

    Seclusion -- placement of a client in a secured room or area from which he or she cannot leave at will. A form of client abuse.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

### UNIT 28

### Grammar Review

**Job Context:** Accurately Completing Incident Reports

**Communication Skills:** Improving Grammatical Skills; Writing Skills

**Objectives:**
- review subject-verb agreement
- detect and correct grammatical errors
- practice writing skills

### Purpose of Unit

Throughout this Study Guide are units that will review basic grammar rules to help improve students' writing. This unit reviews agreement of subject and verb.

### Learning Activity 1

Students will read the section in their **Writing Skills Handbook** on subject and verb agreement. They will then answer the questions in their worksheet packet.

### Guidelines for Evaluating Learning Activity 1:

The Answer Key to the questions is in your packet of **Writing Skills Handbook** answer keys. The sheet is labeled **2: Verbs**. The answers are for 2b, First Set, and 2b, Second Set.

**Learning Activity 2**

Students are asked to e-mail a message to their e-mail partner with a copy to you in which they describe an individual they work with or a co-worker. They are asked to check their writing to see if the subjects and verbs agree.

**Guidelines for Evaluating Learning Activity 2:**

Check your student's writing to see if the subjects and verbs agree.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

## UNIT 29

### Writing Descriptions from Observations

**Job Context:** Writing Descriptions of Incidents (Incident Report Form 147(I), #25)

**Communication Skills:** Developing Observational Skills; Writing skills; Writing Descriptions

**Objectives:**
- cultivate observational skills
- recognize important components of incident description
- critique incident descriptions
- practice writing descriptions
- check completeness and accuracy of own descriptions

### Purpose of Unit

Item #25 on the Incident Report Form 147(I) asks for a description of the incident. This unit gives students practice in writing descriptions from observations.

### Videotape Material

Video material for this unit is on Tape # 1, Segment 10, beginning at 1:29:35 and ending at 1:41:56.

### Learning Activities 1 and 2

Students view a videotape segment of 2 activities in a Developmental Center: baseball, and arts and crafts.

Students are asked to take notes on their viewings and expand their notes on subsequent viewings. They will then write a description of each activity.

Students will edit their work. They will check to be sure that what they are observing is what they actually observed and not an interpretation.

**Guidelines for Evaluating Learning Activities 1 and 2:**

A list of things that may be included in your student's descriptions is on the next page.

The main purpose of this activity is for students to write a description that is objective. Check to be sure that they have written what actually occurs on the tape without interpretation or inference.

## THEME AREA 4, UNIT 29

## Description Guide

The following may be included in your student's description.

**Baseball Activity**

- Joe throws ball
- Joe gives ball to individual to throw
- 5 - 6 people in the room with Joe
- individual in wheelchair trying to hit ball with bat
- garbage pan with ball in foreground
- man in background sitting on couch, holding collar
- description of facility
- staff person helps man in wheelchair swing bat
- individuals take turns throwing ball and batting
- batter switches to different individual
- second batter having difficulty swinging bat
- Joe retrieves ball for individuals
- people are passing through the room in the background

**Arts and Crafts Activity**

- man painting purple painting
- individuals sitting around a table
- three staff people helping
- individual in striped shirt rocking, flailing around
- background noise - individual in distress
- description of Direct Care Worker
- bowl in center of table to clean brushes

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

## UNIT 30

### Writing Descriptions of Incidents

**Job Context:** Writing Descriptions of Incidents (Incident Report Form 147(I), #25)

**Communication Skills:** Reading Comprehension; Writing Skills; Writing Descriptions of Incidents

**Objectives:**

- recognize important components of incident description
- practice writing descriptions of incidents
- review procedure for checking completeness and accuracy of own descriptions
- focus on correct capitalization and spelling

### Purpose of Unit

In this unit students will practice writing descriptions of incidents as required for Item #25 of the Incident Report Form 147(I).

### Learning Activity

Students are given four Injury Intervention forms which contain information needed to write a description of the incident. Students are asked to e-mail a description for each of these incidents to you.

### Guidelines for Evaluating Learning Activity:

Descriptions should contain observations without interpretation or inference. Descriptions should be complete, including all of the pertinent information provided such as first aid given. Copies of the Injury Intervention forms are in the Supplement to this unit. Pay careful attention to students' use of capitalization and spelling.

Incident #1

## S.T.E.P.S. INJURY -INTERVENTION FORM

[illegible]: [redacted] Unit: ________ Date: 6/19/94

**PART I: INJURY**

(7)

1. *Time the injury occurred or was found:* 8.15 pm

2. *Location of occurrence:* girls' bathroom

3. *Person who observed or found the injury:* [redacted]

4. *Describe the INJURY:* Bruising @ base of 1st three toes Ⓡ foot

5. *If the injury was OBSERVED, describe the situation and events leading to the injury:*

6. *If the injury was FOUND, describe the situation:* Injury found at showertime when shoes removed.

7. *After the injury occurred or was found, describe all ACTIONS taken: medical/first aid interventions, notifications, others:* I examined feet while client in bed. [redacted] MD notified. She recommended NO ambulation until A.M & analgesia Tylenol 650mg given @ 4pm & 8pm. Large note on blackboard telling night staff to toilet her c̄ wheelchair & not to allow her out of bed unassisted. F/u in AM.

---

**PART II: WANDERING:**

1. *Length of time the person was unaccounted for:*

2. *Location of occurrence:*

3. *Describe the situation, include where the person was found, who found the person, any related events or circumstances, any possible reason how/why the person wandered:*

[redacted] RN

Reviewed -
x ray
day -
done, [illegible]
fracture
noted

---

**NOTIFICATION:**

1. **PLEASE** *make an entry in the progress note section of the person's record ~~summarizing~~ the occurrence.*

2. **PLEASE** *include the information in shift report.*

done, -

3. *File the completed form in the Unit Communication Book.*

[redacted]

| | | |
|---|---|---|
| *Signature of person completing form* | RN V<br>*Title* | 6/19/94<br>*Date* |

## Incident #1

1. 8:15 PM

2. girls' bathroom

4. bruising at base of first three toes, right foot

6. Injury found at shower time when shoes removed.

7. I examined feet while client in bed. MD notified. She recommended no ambulation until AM and analgesic Tylenol 650 mg given at 4PM and 8PM. Large note on blackboard telling night staff to toilet her in wheelchair and not to allow her out of bed unassisted. F/u in AM.

--reviewed -- x-ray done following day -- fracture noted.

Incident #2

## S.T.E.P.S. INJURY -INTERVENTION FORM

Person's Name: [redacted] Unit: ________ Date: 7/17/94

## PART I: INJURY

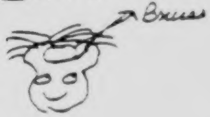
⑧

1. Time the injury occurred or was found: During Shower @ 8P

2. Location of occurrence: Bathroom

3. Person who observed or found the injury: [redacted] D.A. + [redacted] L.P.N.

4. Describe the INJURY: Scratched + self reopened Bruise on Forehead.



5. If the injury was OBSERVED, describe the situation and events leading to the injury:

6. If the injury was FOUND, describe the situation:

7. After the injury occurred or was found, describe all ACTIONS taken: medical/first aid interventions, notifications, others: pressure applied to stop Bleeding Betadine applied. By L.P.N.

## PART II: WANDERING:

NA

1. Length of time the person was unaccounted for:

2. Location of occurrence:

3. Describe the situation, include where the person was found, who found the person, any related events or circumstances, any possible reason how/why the person wandered:

## NOTIFICATION:

1. PLEASE make an entry in the progress note section of the person's record, summarizing the occurrence.
2. PLEASE include the information in shift report.
3. File the completed form in the Unit Communication Book.

[redacted] L.P.N. [redacted] DA
Signature of person completing form

Title

7/17/94
Date

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## Incident #2

1. During shower at 8PM

2. Bathroom

4. Scratched self and reopened bruise on forehead.

7. pressure applied to stop bleeding. Betadine applied by LPN.

Incident #3

## S.T.E.P.S. INJURY -INTERVENTION FORM

[redacted] Unit: I Date: 10-15-94

### PART I: INJURY

(13)

1. Time the injury occurred or was found: 8 pm at 10/14/94

2. Location of occurrence: Doorway of individual's bedrm. "Pod" A

3. Person who observed or found the injury: [redacted]?

4. Describe the INJURY: ⊘ noted injury

5. If the injury was OBSERVED, describe the situation and events leading to the injury: ?

6. If the injury was FOUND, describe the situation: Heard unusual yelling coming from Pod A. Individual found lying on back (Cont yelling; angrily) in what appeared to be Urine and/or H2O

7. After the injury occurred or was found, describe all ACTIONS taken: medical/first aid interventions, notifications, others: Individual was ✓'ed out - when asked was she OK, she replied: "yes!" She was three person assisted from floor - whereas she ambulated to bed c̄ one person assist c̄ ⊘ c/o pain of any sort ⊘ med intervention req.

### PART II: WANDERING:

1. Length of time the person was unaccounted for:

2. Location of occurrence:

3. Describe the situation, include where the person was found, who found the person, any related events or circumstances, any possible reason how/why the person wandered:

X-rays 10/15 and 10/17 all neg.

alarm Monitor at Bedside

### NOTIFICATION:

1. PLEASE make an entry in the progress note section of the person's record, summarizing the occurrence.

2. PLEASE include the information in shift report.

3. File the completed form in the Unit Communication Book.

done

questionable Ⓡ ankle fracture. F/u on Monday if unimproved.

[redacted] RN 10/ /94

Signature of person completing form Title Date

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## Incident #3

1. 8PM at 10/14/94

2. Doorway of individual's bedroom. "Pod" A

4. no noted injury

6. Heard unusual yelling coming from Pod A. OA individual found lying on back (continued yelling; angrily) in what appeared to be urine and/or H2O.

7. Individual was checked out -- when asked was she ok, she replied: "yes!" She was three person assisted from floor -- whereas she ambulated to bed with one person assist with no c/o pain of any sort. No med. intervention required.

x-rays 10/15 and 10/17 -- all reg.
alarm monitor at bedside

Notification

3. questionable right ankle fracture. F/u on Monday if unimproved.

Incident #4

## S.T.E.P.S. INJURY -INTERVENTION FORM

[illegible]: [redacted] Unit: ____________ Date: 9/17/94

**PART I: INJURY**

2

1. Time the injury occurred or was found: 8P

2. Location of occurrence:

3. Person who observed or found the injury: Found during shower by R Wall

4. Describe the INJURY: Small Abrasion A Top of Ⓡ Shoulder

5. If the injury was OBSERVED, describe the situation and events leading to the injury:

6. If the injury was FOUND, describe the situation:

7. After the injury occurred or was found, describe all ACTIONS taken: medical/first aid interventions, notifications, others: Notified RN ø First Aid needed

---

**PART II: WANDERING:**

1. Length of time the person was unaccounted for:

2. Location of occurrence:

3. Describe the situation, include where the person was found, who found the person, any related events or circumstances, any possible reason how/why the person wandered:

---

**NOTIFICATION:**

1. PLEASE make an entry in the progress note section of the person's record, summarizing the occurrence.

2. PLEASE include the information in shift report.

3. File the completed form in the Unit Communication Book.

| | | |
|---|---|---|
| ______________________ | LPN | 9/17/94 |
| Signature of person completing form | Title | Date |

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## Incident #4

1. 8P

3. Found during shower by right wall

4. small abrasion top of right shoulder

7. notified RN no first aid needed

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

## Incident Reports, Part Two

## UNIT 31

## Necessary Information in an Incident Report

**Job Context:** Filling Out Incident Reports

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Filling in an Incident Report

**Objectives:**
- follow directions on an Incident Report
- review categories on Incident Report
- complete an Incident Report form

### Purpose of Unit

This unit will review the information that should be included in an Incident Report.

### Videotape Material

The video material for this unit is on Tape # 1, Segment 11, beginning at 1:42:02 and ending at 1:44:24.

### Learning Activity 1

Students will view a videotape segment in which a Direct Care Worker and an individual are talking about an incident that the individual observed.

They will make a list of the things mentioned that are important to include in an Incident

Report form. They will also make a list of information that is still needed for an Incident Report form.

### Learning Activity 2

Students will complete a blank Incident Report form with the information they listed from the videotape. They will then circle the sections on the report where information is not provided. Finally, they will turn to their list of information that is still needed for an Incident Report form and confirm this list against the actual Incident Report form.

### Guidelines for Evaluating Learning Activities:

On the next page is a list of information on the videotape that would be included on an Incident Report form. Check the student's work to be sure they included these points.

## THEME AREA 4, UNIT 31

### Information on Tape that Would be Included on an Incident Report

- name of individual
- he fell down
- he cut himself
- 3/4 inch laceration from falling
- put bandage on

# THEME AREA 4

## Incident Reports, Part Two

# UNIT 32

## Practicing Filling Out Incident Reports

**Job Context:** Filling Out Incident Reports

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Filling in an Incident Report

**Objectives:**
- follow directions on an Incident Report
- review categories on Incident Report
- complete an Incident Report form

### Purpose of Unit

For this unit students will put together all the elements of Incident Reports that they have reviewed. They will practice filling out a complete Incident Report form.

### Learning Activities 1 and 2

Students are given descriptions of two incidents. They are asked to write down any information that they think would be important to include in an Incident Report. They then complete an Incident Report form for each incident.

### Guidelines for Evaluating Learning Activities 1 and 2:

On the next page is a completed Incident Report form for each of the two incidents. Students' Incident Report forms should contain all of the information that is on this completed form.

1. AGENCY: OMRDD 2. FACILITY NAME: [redacted]

3. PROGRAM TYPE:

4. FACILITY ADDRESS:

5. PHONE:

[redacted]

**INCIDENT REPORTING FORM**

I

INCIDENT #: 40211001

**A. TO BE COMPLETED BY STAFF DESIGNATED IN AGENCY POLICY**

8. CLIENT'S NAME (Last, First) Jones, Ted

9. AGE

10. SEX 1 ☒ M 2 ☐ F

11. CLIENT I.D. NO.

12. ADAPTIVE BEHAVIOR DEFICITS (X All Which Apply)

Moderate
- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐

Severe
- 6 ☐ Communication
- 7 ☐ Independent Living
- 8 ☒ Learning
- 9 ☐ Mobility
- 10 ☐ Self Direction

DEVELOPMENTAL DISABILITY
- 1 ☐ MR
- 2 ☒ Mild
- 3 ☐ Moderate
- 4 ☐ Severe
- 5 ☐ Profound
- 6 ☐ C P
- 7 ☐ Epilepsy
- 8 ☐ Autism
- 9 ☐ Neurological Impairment (Specify in #35)

13. MEDICATION REGIMEN OF CLIENT (X One Only)
- 1 ☐ None
- 2 ☐ Antibiotic Only
- 3 ☐ Psychotropic Only
- 4 ☐ Antiepileptic Only
- 5 ☐ Antibiotic-Psychotropic
- 6 ☐ Antibiotic Antiepileptic
- 7 ☐ Psychotropic-Antiepileptic
- 8 ☐ Psychotropic-Antiepileptic Antibiotic
- 9 ☐ Other
- 10 ☐ Missing

14. DATE & TIME OF INCIDENT: 1 ☐ Observed 2 ☒ Discovered

| Mo. | Day | Year | Hour | Min. | |
|---|---|---|---|---|---|
| 02 | 01 | 94 | | | ☐ AM<br>☐ PM |

15. Number of Clients Present at Time of Incident

16. Number of Employees Present at Time of Incident

17. CLASSIFICATION OF INCIDENT (X One)
- 1 ☐ Injury
- 2 ☐ Leave Without Consent
- 3 ☐ Death
- 4 ☐ Restraint
- 5 ☐ Medication Error
- 6 ☐ Possible Criminal Act
- 7 ☒ Sensitive Situation

18. Is this incident also a case of Suspected Client abuse?
- 1 ☒ Yes
- 2 ☐ No

If "yes" complete reverse side.

19. Was this a sudden or Unusual Death?
- 1 ☐ Yes
- 2 ☒ No

20. CAUSES OF INCIDENT (X All Which Apply)
- 1 ☐ Action of Client (See #23)
- 2 ☐ Physical Handicap
- 3 ☐ Seizure/Fainting
- 4 ☐ Fall
- 5 ☐ Use of Restraint
- 6 ☐ Actions of Other Client
- 7 ☒ Actions of Employee
- 8 ☐ Actions of Visitor
- 9 ☐ Intoxication
- 10 ☐ Drug Misuse
- 11 ☐ Hazardous Conditions on Facility Property
- 12 ☐ Faulty, Inadequate or Inappropriate Equip
- 13 ☐ Unknown
- 14 ☐ Other (Specify in #25)

21. LOCATION OF INCIDENT: 1 ☒ Indoors 2 ☐ Outdoors

22. SPECIFIC LOCATION
- 1 ☐ Living Room
- 2 ☐ Bedroom
- 3 ☐ Kitchen
- 4 ☐ Bathroom
- 5 ☐ Hallway
- 6 ☐ Staircase
- 7 ☐ Dining Room
- 8 ☐ Program Room
- 9 ☐ Recreation Area/Room
- 10 ☐ Off Facility Property
- 11 ☒ Unknown
- 12 ☐ Other (Specify in 25)

23. CLIENT'S ACTIONS (X One Only if Box #1 in Item 20 was marked)
- 1 ☐ Self Abusive
- 2 ☐ Assaultive
- 3 ☐ Provocative
- 4 ☐ Accidental
- 5 ☐ Other (Specify in #25)

24. WHAT CORRECTIVE OR OTHER ACTIONS HAVE BEEN TAKEN?
- 1 ☐ Medical Treatment
- 2 ☐ Client Relocated
- 3 ☐ Staff Relocated
- 4 ☐ Maintenance Request
- 5 ☐ Plan Modification
- 6 ☐ Client Observation
- 7 ☐ Client Supervision

Other (Explain) Targeted staff person trained on proper employee conduct and what constitutes abuse; retrained on implementation of behavior goals for residents on his wing.

25. DESCRIPTION OF INCIDENT: If report is completed by person other than individual with first knowledge of situation attach written report of that person and reports from any other persons involved (1) Describe incident and include address if different from 2/4 or 26 (2) Give names of witnesss and others involved (3) Specify first aid (if given) A call was received from the director of the AHRC day program that Mr. Jones possessed 2 derogatory statements about Mr. Jones in his wallet. The notes indicated a rude response to Mr. Jones' screaming including the directive to "shut up". Staff at the program said that Mr. Jones was proudly showing the notes to the staff.

(Continue on separate sheet if necessary)

26. CLIENT'S RESIDENTIAL ADDRESS (If different than #2 & 4 above)

27. DDSO

28. TYPE
- 1 ☐ SOCR
- 2 ☐ VOCR
- 3 ☐ SOICF
- 4 ☐ VOICF
- 5 ☐ Other
- 6 ☐ FC
- 7 ☐ DC

29. CLIENT'S PRESENT LOCATION (If different from residence)

30. PRINT NAME OF PERSON COMPLETING PART A TITLE SIGNATURE DATE

31. PRINT NAME OF PERSON COMPLETING REVIEW TITLE SIGNATURE DATE

**PART B — To be Completed by Director/Chief Executive Officer After Review**

SIGNATURE DATE

**PART C - To Be Completed By the Incident Review Committee**

32. Was this information inaccurate or insufficient?
- 1 ☐ Yes (If Yes Specify on attached sheet)
- 2 ☐ No

SIGNATURE DATE

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AGENCY: OMRDD
2. FACILITY NAME: ODDSO/BFDC -
PROGRAM TYPE:
FACILITY ADDRESS:
PHONE:

BFDC-147A

**ALLEGATION OF CLIENT ABUSE**

**A**

INCIDENT #:

A. TO BE COMPLETED BY STAFF (OTHER THAN WITNESS) AS DESIGNATED IN AGENCY POLICY

CLIENT'S NAME (Last, First) Jones, Teo
8. AGE
10. SEX 1 ☒ M 2 ☐ F
11. Allegation Reference No.

2. ADAPTIVE BEHAVIOR DEFICITS (X All Which Apply)

| Moderate | Severe |
|---|---|
| 1 ☐ | 6 ☐ Communication |
| 2 ☐ | 7 ☐ Independent Living |
| 3 ☐ | 8 ☐ Learning |
| 4 ☐ | 9 ☐ Mobility |
| 5 ☐ | 10 ☐ Self Direction |

DEVELOPMENTAL DISABILITY
1 ☐ MR 2 ☒ Mild 3 ☐ Moderate 4 ☐ Severe 5 ☐ Profound
6 ☐ C P
7 ☐ Epilepsy
8 ☐ Autism
9 ☐ Neurological Impairment (Specify in #35)

13. MEDICATION REGIMEN OF CLIENT (X One Only)
1 ☐ None
2 ☐ Antibiotic Only
3 ☐ Psychotropic Only
4 ☐ Antiepileptic Only
5 ☐ Antibiotic-Psychotropic
6 ☐ Antibiotic Antiepileptic
7 ☐ Psychotropic-Antiepileptic
8 ☐ Psychtropic-Antiepileptic-Antibiotic
9 ☐ Other
10 ☐ Missing

| DATE & TIME OF ALLEGED ABUSE | Mo. | Day | Year | Hour | Min. |
|---|---|---|---|---|---|
| | 0 2 | 0 1 | 9 4 | | |

15. 1 ☐ Observed 2 ☒ Discovered

WAS ALLEGATION MADE BY
1 ☐ Client
2 ☒ Employee
3 ☐ Volunteer
4 ☐ Parent
5 ☐ Guardian
6 ☐ Correspondent (if other than parent or guardian)
7 ☐ Visitor
8 ☐ Other (describe)

17. IS THE SUBJECT OF THE INVESTIGATION
1 ☒ Client
2 ☐ Employee
3 ☐ Volunteer
4 ☐ Parent
5 ☐ Guardian
6 ☐ Correspondent (if other than parent or guardian)
7 ☐ Visitor
8 ☐ Unknown
9 ☐ Other (describe)

PROBABLE CLASSIFICATION OF ALLEGED ABUSE (X the one that most closely describes the alleged situation)
1 ☐ Physical Abuse
2 ☐ Sexual Abuse
3 ☒ Psychological Abuse
4 ☐ Seclusion
5 ☐ Unauthorized or Inappropriate Use of Restraint
6 ☐ Unauthorized or Inappropriate Use of Aversive Conditioning
7 ☐ Unauthorized or Inappropriate Use of Time-out
8 ☐ Violation of a Client's Civil Rights
9 ☐ Mistreatment
10 ☐ Neglect

BRIEFLY DESCRIBE THE ALLEGATION THAT IS UNDER INVESTIGATION:

A call was received from the director of the AHRC day program that Mr. Jones possessed 2 derogatory statements about Mr. Jones in his wallet. The notes indicated a rude response to Mr. Jones' screaming, including the directive to "shut up". Staff at the program said that Mr. Jones was proudly showing the notes to the staff.

A BFDC staff person admitted writing the notes, but said he did not realize that what he wrote constitutes abuse.

CLIENT'S RESIDENTIAL ADDRESS (If different than # 2 & 4 above)
21. DDSO
22. TYPE 1 ☐ SOCR 2 ☐ VOCR 3 ☐ SOICF 4 ☐ VOICF 5 ☐ Other 6 ☐ FC 7 ☐ DC

CLIENT'S PRESENT LOCATION (If different from residence)

PRINT NAME OF PERSON COMPLETING FORM TITLE SIGNATURE DATE

PRINT NAME OF PERSON REVIEWING FORM/ SITUATION TITLE SIGNATURE DATE

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# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

## Incident Reports, Part Two

## UNIT 33

## Completing Client Abuse Forms

**Job Context:** Filling Out Allegation of Client Abuse Forms

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Reading Comprehension; Filling in an Incident Report

**Objectives:**

- follow directions on a Client Abuse form
- review categories on a Client Abuse form
- review written material on an Allegation of Client Abuse
- complete a Client Abuse form

### Purpose of Unit

In this unit, students practice completing an Allegation of Client Abuse form 147(A). They will need to select the facts needed for completion of the form from a narrative report. They will also send you an e-mail message with any questions they have about incident and client abuse reporting and to let you know how they are doing.

### Learning Activity 1

Students will read a description of an allegation of physical and psychological abuse. They will then complete a Client Abuse Form.

**Guidelines for Evaluating Learning Activity 1:**

A completed Allegation of Abuse Form follows the next page. Students' forms should include the information that is on this completed form.

**Learning Activity 2**

Students will send you an e-mail message with any questions they have about incident and client abuse reporting and to let you know how they are doing.

**Guidelines for Evaluating Learning Activity 2:**

The purpose of this Learning Activity is to give students a chance to tell you about any problems they may be having. If any of the questions students ask concern content (e.g. specific questions about procedures when using Incident Reports) rather than communication skills, check with your Educational Coordinator about how they should be answered.

Theme Area 4, Unit 33: Completed Form

1. AGENCY

2. FACILITY NAME

3. PROGRAM TYPE

4. FACILITY ADDRESS

5. PHONE ( )

# ALLEGATION OF CLIENT ABUSE

6. Was the Reverse side of this form completed? 1 ☐ Yes 2 ☐ No

7. Was an OMR-147(1) previously filed that relates to this allegation? 1 ☐ Yes 2 ☐ No

Incident No.

A. TO BE COMPLETED BY STAFF (OTHER THAN WITNESS) AS DESIGNATED IN AGENCY POLICY

8. CLIENT'S NAME (Last, First) Johnson, Marvin

9. AGE 33

10. SEX 1 ☒ M 2 ☐ F

11. Allegation Reference No.

12. ADAPTIVE BEHAVIOR DEFICITS (X All Which Apply)

Moderate
- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐

Severe
- 5 ☐ Communication
- 7 ☐ Independent Living
- 8 ☐ Learning
- 9 ☐ Mobility
- 10 ☐ Self Direction

DEVELOPMENTAL DISABILITY
- 1 ☐ MR
- 2 ☐ Mild
- 3 ☒ Moderate
- 4 ☐ Severe
- 5 ☐ Profound
- 6 ☐ C P
- 7 ☐ Epilepsy
- 8 ☐ Autism
- 9 ☐ Neurological Impairment Specify in #35)

13. MEDICATION REGIMEN OF CLIENT (X One Only)
- 1 ☐ None
- 2 ☐ Antibiotic Only
- 3 ☐ Psychotropic Only
- 4 ☐ Antiepileptic Only
- 5 ☐ Antibiotic-Psychotropic
- 6 ☐ Antibiotic Antiepileptic
- 7 ☐ Psychotropic-Antiepileptic
- 8 ☐ Psychotropic-Antiepileptic-Antibiotic
- 9 ☐ Other
- 10 ☐ Missing

14. DATE & TIME OF ALLEGED ABUSE

| Mo. | Day | Year | Hour | Min. | |
|---|---|---|---|---|---|
| 0 9 | 1 8 | 9 4 | | | ☐ AM<br>☐ PM |

15. 1 ☐ Observed 2 ☒ Discovered

16. WAS ALLEGATION MADE BY
- 1 ☐ Client
- 2 ☐ Employee
- 3 ☐ Volunteer
- 4 ☐ Parent
- 5 ☐ Guardian
- 6 ☐ Correspondent (if other than parent or guardian)
- 7 ☒ Visitor
- 8 ☐ Other (describe) ____________________

17. IS THE SUBJECT OF THE INVESTIGATION
- 1 ☒ Client
- 2 ☐ Employee
- 3 ☐ Volunteer
- 4 ☐ Parent
- 5 ☐ Guardian
- 6 ☐ Correspondent (if other than parent or guardian)
- 7 ☐ Visitor
- 8 ☐ Unknown
- 9 ☐ Other (describe) ____________________

18. PROBABLE CLASSIFICATION OF ALLEGED ABUSE (X the one that most closely describes the alleged situation)
- 1 ☒ Physical Abuse
- 2 ☐ Sexual Abuse
- 3 ☐ Psychological Abuse
- 4 ☐ Seclusion
- 5 ☐ Unauthorized or Inappropriate Use of Restraint
- 6 ☐ Unauthorized or Inappropriate Use of Aversive Conditioning
- 7 ☐ Unauthorized or Inappropriate Use of Time-out
- 8 ☐ Violation of a Client's Civil Rights
- 9 ☐ Mistreatment
- 10 ☐ Neglect

19. BRIEFLY DESCRIBE THE ALLEGATION THAT IS UNDER INVESTIGATION

TTL received a call from a visitor of Mr. Johnson stating that Mr. Johnson told him that a DA hit him on the head the prior evening and called him a bastard. A physical examination was completed and revealed no head injury. Staff were not witness to any physical or verbal abuse.

20. CLIENT'S RESIDENTIAL ADDRESS (if different than # 2 & 4 above)

21. DDSO

22. TYPE
- 1 ☐ SOCR
- 2 ☐ VOCR
- 3 ☐ SOICF
- 4 ☐ VOICF
- 5 ☐ Other
- 6 ☐ FC
- 7 ☐ DC

23. CLIENT'S PRESENT LOCATION (if different from residence)

24. PRINT NAME OF PERSON COMPLETING FORM TITLE SIGNATURE DATE

25. PRINT NAME OF PERSON REVIEWING FORM/SITUATION TITLE SIGNATURE DATE

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## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

## UNIT 34

### Review of Incident Reports

**Job Context:** Writing Incident Reports

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Reading Comprehension; Writing Descriptions of Incidents

**Objectives:**
- review categories on incident report
- review written material on incident reports
- practice skimming and scanning
- use regulations as reference material

### Purpose of Unit

In this unit and Unit 35 students review all the material they have covered on Incident Reports.

### Learning Activity

As a supplement to this section are descriptions of two incidents. Students are asked to read each incident and answer the questions that follow. They will have to refer to some of the regulations on incident reporting that they read in previous units to answer some of the questions. They will e-mail their answers to you.

### Guidelines for Evaluating Learning Activity:

An answer key to the questions is on the next page.

## THEME AREA 4, UNIT 34

## Answer Key

- **INCIDENT #1**

1. Reportable Incident (Note: Not Serious Reportable Incident because not **admitted** to hospital.)

2. Agency Name, Address (#1, 2, 4, 5)
Medication Regimen (#13)
Number of clients and employees present (#15, 16)
Miscellaneous information (#26 on)

3. 
   - Immediately respond and provide necessary services to the individual
   - Obtain medical assistance as necessary
   - Immediately notify Program Manager and Head of Shift

4. Descriptions should be thorough and objective, including names of witnesses, others involved, and first aid given (See Unit 30)

- **INCIDENT #2**

1. Reportable Incident
Alleged Physical Abuse

2. Agency Name, Address (#1, 2, 4, 5)
Client's Age (#9)
Adaptive Behavior Deficits/Developmental Disability (#12)
Medication Regimen (#13)
Date of Incident (#14)
Number of clients and employees present (#15, 16)
Miscellaneous information (#26 on)

3. 
   - Immediately respond and provide necessary services to the individual
   - Obtain medical assistance as needed
   - Immediately notify Program Manager and Head of Shift

4. Descriptions should be thorough and objective, including names of witnesses, others involved, and first aid given (See Unit 30)

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

### UNIT 35

### Review of Incident Reports

**Job Context:** Writing Incident Reports

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Reading Comprehension; Writing Descriptions of Incidents

**Objectives:**
- review categories on incident report
- review written material on incident reports
- practice skimming and scanning
- use regulations as reference material

### Purpose of Unit

In this unit students continue reviewing the material they have covered on Incident Reports. They will also share information about their reactions to the Distance Learning Program at this point and their goals for future units.

### Learning Activity 1

As a Supplement to this section is a description of an incident. Students are asked to read the incident and answer the questions that follow, much as they did for Unit 34. They will have to refer to some of the regulations on incident reporting that they read in previous units to answer some of the questions. They will e-mail their answers to you.

**Guidelines for Evaluating Learning Activity:**

An answer key to the questions follows the next page.

**Learning Activity 2**

Students are asked to e-mail a message to their e-mail partner telling him or her about their Instructional Plan and what they hope to gain from the program.

**Guidelines for Evaluating Learning Activity:**

Students will **not** be sending a copy of this message to you. This gives them the freedom to speak as they wish with their e-mail partner.

## THEME AREA 4, UNIT 35

### Answer Key

1. Reportable Incident
   Alleged Sexual Abuse

2. Agency's Name, Address (#1, 2, 4, 5)
   Client's Age (#9)
   Medication Regimen (#13)
   Date and Time (#14)
   Number of clients and employees present (#15, 16)
   Miscellaneous information (#26 on)

3. Same as #3 on Answer Key, Incident 2, Unit 34

4. Same as #4 on Answer Key, Incident 2, Unit 34

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

### Incident Reports, Part Two

## UNIT 36

### Other Incident Report Regulations

**Job Context:** Understanding Incident Report Regulations

**Communication Skills:** Reading Comprehension; Problem-Solving

**Objectives:**

- review Incident Report regulations
- review written material about Incident Reports
- make decisions regarding incidents
- practice understanding technical vocabulary through the context

### Purpose of Unit

In this unit students will read NYS OMRDD regulations on required notifications of Reportable Incidents and Allegations of Client Abuse that must be done in addition to completing the required forms.

### Learning Activity 1

Students will read the supplement on notifications and answer the comprehension questions that follow.

### Guidelines for Evaluating Learning Activity 1:

An answer sheet to the comprehension questions follows.

**Learning Activity 2**

Students will review the incidents described in Units 34 and 35. They will determine what kind of notification should be done for these incidents.

**Guidelines for Evaluating Learning Activity 2:**

An answer sheet for Learning Activity 2 is at the end of this unit.

# THEME AREA 4, UNIT 36

## Learning Activity 1

## Answer Key

1. If abuse, NYS Child Abuse and Maltreatment Reporting Center.

2. Only at the program administrator's discretion and in accordance with the agency's policy and procedure.

3.
   - In NYC -- suicides, homicides, accidental death, suspicious death
   - If a crime may have been committed

4. The person writing the Incident Report.

5. When a death occurs.

6 - 10. Students are given vocabulary words and asked to determine the meaning from the context. They will then check the meaning in the dictionary.

## THEME AREA 4, UNIT 36

### Learning Activity 2

### Answer Key

- **Incident #1**
  Mary Doe's parent(s) or guardian
  The Day Program she attends

- **Incident #2**
  Jack Doe's parents
  Any programs Jack attends

- **Incident #3**
  Jane Doe's parents
  Jane Doe's facility
  Law enforcement official

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 4

## Incident Reports, Part Two

## UNIT 37

## Other Incident Report Regulations

**Job Context:** Completing Other Forms Related to Incident Reporting

**Communication Skills:** Following Written Directions; Understanding Categories on Forms; Reading Comprehension; Writing Skills

**Objectives:**

- follow directions on forms
- review categories on forms
- review purpose of forms
- review vocabulary in the context
- practice writing
- generalize information to other situations
- make inferences

### Purpose of Unit

Many DDSOs have developed ways of record-keeping to help them in accurately reporting incidents. In this unit students will review some of the forms related to incident reporting that they may come across at their site.

### Learning Activity 1

As a Supplement to this section are five forms that are used by the Finger Lakes DDSO (Monroe DDSO). The forms related to incident reporting that students use in their DDSO may be the same or different. In addition, not all DDSOs have developed forms for these purposes.

Students are asked to study each of the forms and then answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 1:

An answer key to the worksheet is on the next page.

### Learning Activity 2

Students will find a copy of all the forms related to incident reporting that are used at their site and think about the purpose of the forms and how they are used. They will send copies of these forms to you along with any questions they may have.

### Guidelines for Evaluating Learning Activity 2:

Check to be sure that the forms students sent you are ones that relate to incident reporting.

## THEME AREA 4, UNIT 37

### Learning Activity 1

### Answer Key

1. - to record when investigations are conducted
   - list of people present at time of incident

2. to double-check that you have a witness statement for each person (or any answer that makes sense)

3. to provide as much information as possible about this incident from all perspectives

4. - dealing with facts without distortion by personal feelings
   - to have an accurate account of what happened

5. to ensure that everyone who is supposed to be notified (according to regulation) is notified

6. OMRDD regulations

7. to keep track of all the incidents that take place in one particular site

8. to determine the frequency of incidents/determine if there is a pattern that needs to be addressed

9. to find out from the parents when they'd like to be notified about an incident

10. to cut down on amount of paperwork that will have to be done by the DDSO (or any sensible answer)

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 5

## Individualized Planning Process

## UNIT 38

## The Individualized Planning Process

**Job Context:** Preparation for the Individualized Planning Process

**Communication Skills:** Reading Comprehension; Building Technical Vocabulary

**Objectives:**
- know basic concept of Individualized Planning Process
- review material on Individualized Planning Process
- able to read and understand forms related to the Individualized Planning Process
- review meaning of words that are used frequently in the individualized planning process
- use the context to determine meaning of unknown words
- apply given information to toher settings
- make inferences based on given information

### Purpose of Unit

This Theme Area reviews the Individualized Planning Process. In this unit students review preparing for an Individualized Planning Process.

### Learning Activity 1

Students will read a memorandum describing how to complete a Comprehensive Functional Assessment Assignment Form and answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 1:

An answer key follows the next page.

**Learning Activity 2**

Students will make a list of the people, forms, and records they would consult to get information for a review or an Individualized Planning Process of an individual at their site.

**Guidelines for Evaluating Learning Activity 2:**

No evaluation needed.

**Learning Activity 3**

Students will read and critique a case of a Comprehensive Functional Assessment.

**Guidelines for Evaluating Learning Activity 3:**

An answer key is provided at the end of this unit.

## THEME AREA 5, UNIT 38

### Learning Activity 1

### Answer Key

1. definition: suitable
   Student will give own sentence.

2. definition: to work jointly with another
   Student will give own sentence.

3. to get as much information as possible (or any other sensible answer)

4. definition: territory
   Student will give own sentence.

5. definition: to start, begin
   Student will give own sentence.

## THEME AREA 5, UNIT 38

### Learning Activity 3

### Answer Key

**Dressing**
1. YES
2. YES
3. YES

**Dining**
1. YES
2. YES
3. YES

**Personal Care**
1. YES
2. YES
3. YES

**Toileting**
1. YES
2. YES
3. YES

**Community Involvement**
1. NO
2. somewhat -- not specific enough (accept a NO answer)
3. NO

**Leisure Skills**
1. somewhat -- not specific enough (accept a NO answer)
2. NO
3. NO

# THEME AREA 5

## Individualized Planning Process

# UNIT 39

## Preparing for the Planning Process

**Job Context:** Preparation for the Individualized Planning Process

**Communication Skills:** Reading Comprehension; Filling out Individualized Personal Plan Forms

**Objectives:**
- accurately complete an Individualized Personal Plan form
- able to synthesize information
- able to identify most important ideas

### Purpose of Unit

In this unit students continue reviewing organizing information in preparation for an Individualized Planning Process.

### Learning Activity

Students will use the information from Supplement 2 in Unit 38, the Comprehensive Functional Assessment on Stanley, to complete a Pre-Conference Summary Form.

### Guidelines for Evaluating Learning Activity:

An answer key follows Stanley's assessment.

## THEME AREA 5, UNIT 38

## Supplement 2

## COMPREHENSIVE FUNCTIONAL ASSESSMENT

(X) ADAPT. BEHAV./INDEP. LIVING
( ) AFFECTIVE/EMOTIONAL
( ) COGNITIVE
( ) COMMUNICATION
( ) NUTRITIONAL
( ) PHYS. DEV. HEALTH
( ) SENSORIMOTOR
( ) SOCIAL
( ) VOCATIONAL

This Annual Review Note on Stanley is based on his Adaptive Behavior, Independent Living Skills such as Dining, Dressing, Personal Care, Community Exposure, Leisure Skills, and Toileting.

**Dressing:** Stanley is totally dependent on staff dressing him and undressing him. He is very cooperative while being dressed. Stanley will sit down and stand up to help staff. He also will extend arms and lift leg with verbal and physical prompt from staff. Within the next year, I feel that Stanley could be able to push his arm through the armhole of his shirt instead of being so passive when staff is doing it.

**Dining:** Stanley is a very slow eater. Staff tries to give him his meal at the beginning of mealtime to allow him the extra time he needs to finish. If Stanley really likes the meal, he eats it fairly well without much prompting from staff. If it's a meal that he just is not overwhelmed with, he needs constant prompting from staff to finish it. He eats with a built-up spoon and drinks from a regular glass. Within four years a goal for Stanley could be that he eat his entire meal without any prompting from staff and then maybe that he eat a little faster so it doesn't take the entire mealtime and more to finish his meal.

**Personal Care:** Stanley depends on staff for all his personal care needs. He is usually very cooperative to let staff brush his teeth. Stanley seems to enjoy his shower or bath and will extend his extremities to be washed without resistance. When Stanley is given verbal and tactile cues, he usually will cooperate when staff is combing his hair and shaving him. Staff suggests that his goal for two years is to accept hand over hand tolerance to combing his hair with staff.

**Toileting:** Stanley is not toilet trained. He continues to wear a diaper during the day and night. When put on the toilet after breakfast, he will urinate in the toilet. During the day when put on the toilet, sometimes he will urinate and have bowel movement periodically, although his bowel movements are not on a regular basis. A goal for a target date of about three years could be to pull his pants up from his ankles to his knees after a toileting training session.

**Community Involvement:** Stanley depends almost always on staff for the care of his involvement such as preparing his meals, shopping for his clothes and personal items, making his bed and changing his linens, and organizing his daily routines. He usually is cooperative during a practice fire alarm but needs staff during this and any other emergency situation. Staff feels that within no time allotment will Stanley ever be able to respond to an emergency situation without hand over hand guidance from staff.

**Leisure Skills:** Stanley is a participant in planned leisure activities on a daily basis. He is given the opportunity to make choices of different objects and activities. He enjoys rocking in his rocking chair and listening to music. He enjoys summer picnics and van rides and is usually never resistant to such activities.

## THEME AREA 5, UNIT 39

### Answer Key

**Toileting**
Skills: will urinate in toilet after breakfast
Goals: pull pants up from ankles to knees after toileting -- target date three years
Needs[1]:

**Oral Hygiene**
Skills: cooperative when staff brushes teeth
Goals:
Needs:

**Handwashing**
No information given.

**Hair Brushing/Combing**
Skills: will respond to verbal and tactile cues
Goals: accept hand over hand tolerance to combing hair -- target date two years
Needs:

**Nail Care**
No information given.

**Eating/Dining**
Skills: uses built-in spoon, regular glass
Goals: eat meal without prompting; eat faster -- target date four years
Needs: extra time to eat; needs prompting for meals he doesn't particularly like
Food Likes:
Dislikes:

---

[1] No needs, beyond goals, are specifically stated in Stanley's case. When deciding whether to accept an answer given for this category, determine whether it could have been inferred from the case.

### Dressing

Skills: sit down and stand up; extend arms; lift leg with verbal prompt
Goals: push arm through armhole of shirt -- target date one year
Needs:
Specific Clothing Needs:

### Social

No specific information given. If student has answers, check the passage to see if they can be inferred.

### Communication

No specific information given. If student has answers, check the passage to see if they can be inferred.

### Behavior

No specific information given. If student has answers, check the passage to see if they can be inferred.

### Recreation/Leisure

Skills: participates in planned leisure activities; can choose different objects and activities
Goals:
Needs:
Likes: rocking in chair; listening to music; picnics; van rides
Dislikes:

### Family Correspondence

No specific information given. If student has answers, check the passage to see if they can be inferred.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 5

## Individualized Planning Process

## UNIT 40

## Grammar Review

**Job Context:** Preparation for the Individualized Planning Process

**Communication Skills:** Improving Sentence Structure; Writing Skills

**Objectives:**
- use correct grammar
- detect and correct grammatical errors
- relay accurate, precise information in writing
- use correct sentence structure in writing

### Purpose of Unit

In this unit students review basic sentence structure, sentence fragments and run-on sentences. The importance of using correct sentence structure in writing accurate and clear written documents is stressed.

### Learning Activity

Students will study Chapter 1, sections 1a, 1b, and 1d, in their **Writing Skills Handbook**, pages 3-7 and 12-13, and complete the accompanying worksheets in their worksheet packet. They are only asked to do the first set but are given the option of continuing to the second set if they have the time and want additional practice.

### Guidelines for Evaluating Learning Activity:

An answer key is located in your packet of **Writing Skills Handbook** Answer Sheets.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 5

### Individualized Planning Process

### UNIT 41

### Input from Direct Care Workers in the Planning Process

**Job Context:** Presenting a Case at an Individualized Planning Process

**Communication Skills:** Writing Skills

**Objectives:**
- synthesize information
- identify most important ideas
- use correct grammar and technical vocabulary
- relay accurate, precise information in writing
- review professional style of writing

### Purpose of Unit

In this unit students review the types of recommendations that Direct Care staff might make to the Individualized Planning Process. They also practice applying the writing and grammatical skills they reviewed in previous units.

### Learning Activity 1

Students make a list of some recommendations that the Direct Care staff might make to the Individualized Planning Process.

### Guidelines for Evaluating Learning Activity 1:

There is no need to evaluate this Learning Activity.

### Learning Activity 2

Students are given a note to edit and rewrite that answers the question addressed in Learning Activity 1. They are asked to think about the following as they are editing this piece of writing:

1. Are all of the words spelled correctly?
2. Are all of the sentences correct?
3. Have I corrected any sentence fragments or run-on sentences?
4. Is the punctuation correct?
5. Are verbs used correctly?
6. Do the subjects and verbs agree?
7. Is the language professional rather than slang?
8. Are the paragraphs well-organized?
9. Do the sentences flow?
10. Are all of the ideas presented supported with enough detail?

### Guidelines for Evaluating Learning Activity 2:

Check your students' writing using the questions listed above as criteria. A copy of the note they edited is included on the next page.

### Learning Activity 3

Students write a third draft of the note including any important points in their lists from Learning Activity 1 that were not included in the note they rewrote for Learning Activity 2.

### Guidelines for Evaluating Learning Activity 3:

Check your students' writing using the questions listed in Learning Activity 2 as criteria.

These are types of recommendations that direct care staff might make to interdisciplinary treatment teams regarding individuals.

The staff got to make sure that they get there thearpy, (range of motion). To make sure that they get the proper diet. They also need to get good Intertianment, also they need good recreation thearpy. We got to mare sure that there chair fit them properly.

They need good medical attention, ~~also~~ proper med. We need to make sure that the individuals get good respirtory treatment. We have to make sure that they get good Dentail Care. We also need to push the individuals theeth. They also need good eye clinic. The best of all they need their proper rest. The individuals also need the care from the staff. They also need a clean and safe home to live in.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 5

## Individualized Planning Process

## UNIT 42

## The Planning Process in Action

**Job Context:** Presenting a Case at an Individualized Planning Process

**Communication Skills:** Writing Skills; Summarizing Skills; Interpersonal Skills

**Objectives:**
- synthesize information
- identify most important ideas
- relay accurate, precise information in writing

### Purpose of Unit

In this unit students watch an Individualized Planning Process for an individual who is having difficulty eating. The importance of advocating for individuals will be stressed. They will also review how to prepare for a planning meeting.

### Videotape Material

The video material for this unit is on Tape # 1, Segment 12, beginning at 1:44:30 and ending at 1:48:29.

### Learning Activity 1

Students will view the videotape segment and then answer the questions on the worksheet in the supplement section.

### Guidelines for Evaluating Learning Activity 1:

An answer key is provided at the end of this unit.

### Learning Activity 2

Students will write an e-mail message to you discussing whether the Direct Care Worker on the tape handled the situation in the correct way. They will also talk about their own style of advocating for an individual.

### Guidelines for Evaluating Learning Activity 2:

The role the Direct Care Worker on the videotape plays - a strong advocate for the individual she works with - is the correct way to handle this situation. If someone's answer differs greatly from this, you may want to explore his or her reasons in your response to this activity. Otherwise, evaluate writing using previously established guidelines.

## THEME AREA 5, UNIT 42

### Learning Activity 1

### Answer Key

1. Summary should include the following:
   - Direct Care Worker notices a problem with individual's eating
   - She brings it to the attention of other staff and professionals
   - Records are reviewed, observations made, Individualized Planning Process takes place
   - Dental problem determined
   - Recommendations made for solution

   Check to see if the student has a sense of how to summarize.

2. - Advocate for individual
   - Brings problem to the attention of others
   - Important player at team meeting
   - Follows up; takes assignments from meeting

   Accept any other sensible answers.

3. 1) Direct Care Worker presents problem to supervisor
   2) Look at record
   3) Ask other staff members
   4) Notify dietician
   5) Call nurse
   6) Hold IPP meeting
   7) At meeting, all staff members give perspective on problem
   8) Follow up by:
      - checking records
      - observing
   9) Follow up IPP meeting
   10) All staff members report on follow-up findings
   11) Solutions recommended
       - call dentist
       - change meal plan
   12) Discussion of how to avoid the problem in the future

4. To get information about the problem from all staff members.

5. To follow up on observations of findings and determine a solution to the problem.

6. - check records
   - observe

7. - call dentist
   - change meal plan
   - come up with way to avoid the problem in the future

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 5

## Individualized Planning Process

## UNIT 43

## Practicing Problem-Solving Skills

**Job Context:** Individualized Planning Process: Problem-Solving in Job-Related Situations

**Communication Skills:** Reading Comprehension; Writing Skills; Interpersonal Skills; Problem-Solving Skills

**Objectives:**
- practice writing skills
- employ problem-solving strategies - assessing situations, considering alternative solutions, decision-making

### Purpose of Unit

Many Direct Care staff find themselves in situations in which they must be able to respond independently to problems that arise and demand quick and decisive action. As a result, instruction in problem-solving skills is very important. In this unit students will practice the problem-solving skills by determining what should be done in various job-related situations. The importance of advocating for individuals will be stressed in this unit, also.

### Learning Activity 1

The Supplement to this unit is a worksheet entitled **Problem-Solving Strategies**. Students will complete the problems on this worksheet.

### Guidelines for Evaluating Learning Activity:

Review the solutions to see if they are sensible, practical and serve the needs of the individuals. Check to see if students have written a clear topic sentence and supporting details in each paragraph.

**Learning Activity 2**

Students are asked to bring to their next session the files of one individual that they will need for Unit 44.

**Guidelines for Evaluating Learning Activity 2:**

No evaluation required.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

# INSTRUCTOR'S MANUAL

## THEME AREA 5

## Individualized Planning Process

## UNIT 44

## Advocating for Individuals

**Job Context:** Presenting a Case at an Individualized Planning Process

**Communication Skills:** Reading Comprehension; Writing Skills; Summarizing Skills

**Objectives:**
- read and understand forms and reports that are part of an individual's case record
- synthesize information
- identify most important ideas
- use correct grammar and technical vocabulary
- relay accurate, precise information in writing
- state ideas and express feelings in a professional manner
- take accurate notes

### Purpose of Unit

In this unit students practice preparing to advocate for an individual at an Individualized Planning Process. Students will be using reading comprehension skills (e.g. getting the main idea, synthesizing information) and writing skills (organization of infromation, vocabulary usage, editing skills) to formulate a presentation speech.

### Learning Activity 1

Students will look over the material -- notes, forms, records, files -- they brought for this Learning Activity. They will use these materials as a reference to make notes on important information that should be included in a presentation speech.

**Guidelines for Evaluating Learning Activity 1:**

Although you won't have the original source material in front of you, check to see if you can get of sense of whether your student was able to use the references to get information needed.

**Learning Activity 2**

Students will write an e-mail message to you advocating for an individual as they would in a three-minute presentation at an Individualized Planning Process.

**Guidelines for Evaluating Learning Activity 2:**

Use previously established guidelines to evaluate writing.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 45

## Math Review (Operations on Whole Number)

**Job Context:** Using Math Skills Related to Medications

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- review addition, subtraction, multiplication, division
- apply basic math skills to job-typical problems

### Purpose of Unit

Direct Care Staff are often required to use math skills in such tasks as food shopping, food preparation, dispensing medications, etc. In this unit and the two units that follow, students review basic math functions. In this unit, students practice operations on whole numbers.

### Learning Activity

Students will complete the following on the **Introduction to Basic Math** software:

Chapter 1 **Operations on Whole Numbers**

- Section 2 **Adding Whole Numbers**

  Problems 17-23

- Section 3 **Subtracting Whole Numbers**

  Problems 17-23

- Section 4 **Multiplying Whole Numbers**

  Problems 17-23

- Section 5 **Dividing Whole Numbers**

  Problems 17-23

Students are told that if they have any difficulty completing the problems in this review, they should continue practicing by completing questions 1 - 16 in each section. Printed exercises are available on the colored worksheets for those students without access to the software.

**Guidelines for Evaluating Learning Activity:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 46

## Math review (Calculating Percent)

**Job Context:** Using Math Skills Related to Medications

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- review calculation of percent
- apply basic math skills to job-typical problems

### Purpose of Unit

In this unit students review and practice calculation of percent. Typical job-related problems involving calculation of percentages are used to enable students to see the application of math skills on the job.

### Learning Activity

Students are asked to complete the following on the **Introduction to Basic Math** software:

Chapter 5 **Using Percents**

- Section 4 **Solving Percent Problems**
- Section 5 **Application of Percent**

They are told that if they have any difficulty completing the problems in this review they should continue practice by completing Section 1 (changing a percent to a fraction or decimal) and Section 2 (changing a decimal to a fraction or a percent).

**Guidelines for Evaluating Learning Activity:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 47

## Math Review (Converting to the Metric System)

**Job Context:** Using Math Skills Related to Medications

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- practice conversion of measurement units to the metric system
- apply basic math skills to job-typical problems

### Purpose of Unit

In this unit students practice conversion of measurement units to the metric system. Job-typical problems are used to enable students to see the relationship of math skills to the work situation.

### Learning Activity

Students are asked to complete the following on the **Introduction to Basic Math** software:

Chapter 6 **U.S. and Metric Measurements**

- Section 7 **Conversion Between U.S. and Metric Measures**
- Section 8 **Review Section**

Students are told that they can continue their review and practice by completing Section 6 (Metric Measurement of Capacity).

**Guidelines for Evaluating Learning Activity:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

# THEME AREA 6

## Medications

# UNIT 48

## Using Math to Solve Problems and Medication Administration

**Job Context:** Using Math Skills Related to Medications

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- apply basic math skills to job-typical problems
- convert standard measurements to the metric system
- calculate percents
- add, subtract, multiply, and divide whole numbers, decimals, and fractions

### Purpose of Unit

In this unit students practice applying the math skills they reviewed in Units 45 - 47 to actual problems of medication administration.

### Learning Activity

Students are given a worksheet with 12 problem-solving questions. They are asked to read the questions and give the correct answers on the answer sheet. In addition they will write in the space provided how they solved the problem.

### Guidelines for Evaluating Learning Activity:

The questions and answers to the problems are on the next two pages. Check the solution to the problem to see if students understand the underlying mathematical principles.

Theme Area 6, Unit 4G -- Supplement

## Medications Problem Solving[1]

NAME: ______________________ DATE: ______________

1. If the bottle is labeled ELIXIR DONNATAL and the doctor's orders reads, "1/2 teaspoonful four times a day, "how much would you give and how often would you give it?

2. The bottle is labeled TETRACYCLINE SYRUP 50 mg/cc and the doctor's order reads, "tetracycline syrup 225 mg. every 6 hours." If 4.5cc is equal to 1 teaspoon, how many teaspoons and how often would you give them?

3. If the bottle is labeled MELLARIL TABLETS 15 mg. and the doctor's order reads, "Mellaril 45 mg. three times a day," how many tablets will you give and how often will you give them?

4. If the bottle is labeled PENICILLIN TABLETS 50,000 Units and the doctor's order reads, "Penicillin 25,000 Units every 4 hours for5 days," how many tablets will you give and how often will you give them?

5. If the bottle is labeled COMPAZINE TABLETS 5 mg. and the doctor's order reads "Compazine 20 mg. twice daily," how many tablets will you give and how often will you give them?

6. If the bottle is labeled DILANTIN CAPSULES 64 mg. and the doctor's order reads, "Dilantin 128 mg. 4 times a day," how many capsules would you give and how often would you give them?

7. The bottle is labeled PHENOBARBITAL.ELIXIR 10 mg./cc and the doctor's order reads, "Phenobarbital Elixir 90 mg. twice daily." If 4.5 cc is equal to 1 teaspoon, how many teaspoons would would you give and how often would you give them.

8. If the bottle is labeled ELIXIR TERPIN HYDRATE and the doctor's order reads, "Elixir Terpin Hydrate 1 dram every 6 hours, "how much would you give and how often would you give it?

9. If the bottle is labeled DIGOXIN TABLETS 0.5 mg. and the doctor's order reads, "Digoxin 0.25 mg. after meals," how many tablets will you give and how often will you give them.

10. If the bottle is labeled CASCARA LIQUID and the doctor's order reads, 2 teaspoonfuls at bedtime whenever necessary," how many teaspoonfuls will you give and how often will you give them?

11. If the bottle is lebeled PHENOBARTITAL TABLETS 1 grain each and the doctor's order reads, "Phenobarbital 2 grains three times a day," how many tablets would you give and how often would you give them?

12. If the bottle is labeled TETRACYCLINE CAPSULES 25 mg. and the doctor's order reads "Tetracycline Capsules 100 mg. three times a day," how many capsules will you give and how often will you give them?

---

[1] developed by Brooklyn DDSO Staff Development

## THEME AREA 6, UNIT 48

### Medications Problem Solving

### Answer Key

1. 1/2 teaspoon four times during waking hours, (e.g. 8AM - 12N - 4PM - 8PM) for a total of 2 teaspoons a day.
2. 1 teaspoon every six hours for a total of 6 teaspoons a day.
3. 3 tablets 3 times during waking hours, (e.g. 8AM - 2PM - 8PM) for a total of 9 tablets.
4. 1/2 tablet every 4 hours (6 times in 24 hours) for a total of 3 tablets in a 24 hour day.
5. 4 tablets 2 times during waking hours (e.g. 8AM - 8PM) for a total of 8 tablets.
6. 2 capsules four times during waking hours for a total of 8 capsules a day.
7. 1 teaspoon 2 times a day for a total of 2 teaspoons a day.
8. 1 dram every 6 hours (4 times in 24 hours) for a total of 4 drams in 24 hours.
9. 1/2 tablet after each meal (3x a day) for a total of 1 1/2 tablets per day.
10. 2 teaspoons at bedtime only when needed.
11. 2 tablets 3 times during waking hours for a total of 6 tablets.
12. 4 tablets 3 times during waking hours for a total of 12 tablets.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

INSTRUCTOR'S MANUAL

# THEME AREA 6

## Medications

## UNIT 49

## Writing Skills (Numbers and Abbreviations)

**Job Context:** Writing Medical Notes

**Communication Skills:** Writing Skills

**Objectives:**
- write figures, times, percentages, and dates correctly
- use correct abbreviations in writing

### Purpose of Unit

In this unit, students will review how to write numbers and use abbreviations in their writing.

### Learning Activity 1

For this Learning Activity, students will study Chapter 11 of the **Writing Skills Handbook**. They will complete the corresponding worksheet 11, first set and second set, in their packet of worksheets for the handbook.

### Guidelines for Evaluating Learning Activity 1:

An answer key is provided in your packet of answer keys for the **Writing Skills Handbook.**

**Learning Activity 2**

Students will study Chapter 12 of the **Writing Skills Handbook** on abbreviations. They are reminded to refer to this chapter as they edit their work for this program and as they write on the job.

**Guidelines for Evaluating Learning Activity 2:**

There are no assignments for this Learning Activity.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

### THEME AREA 6

### Medications

### UNIT 50

### Writing Practice

**Job Context:** Writing Medical Notes

**Communication Skills:** Writing Skills

**Objectives:**
- relay accurate, precise information in writing
- use correct spelling, sentence structure, and verb form

### Purpose of Unit

For this unit students practice their writing skills by writing a message to their e-mail partner on a medication topic.

### Learning Activity

Students will write a message to their e-mail partners with a "cc" to you. They will write about an experience they've had with medication either on the job or in their personal life. They will edit and spell-check their work as they've done for previous units.

### Guidelines for Evaluating Learning Activity:

Check the student's work for the writing and grammar skills they've reviewed so far. Are sentences complete? Do subjects and verbs agree? Are ideas clear and well-developed? Is the spelling correct? Refer to checklists from previous units.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 51

## Writing Medical Notes

**Job Context:** Writing Medical Notes

**Communication Skills:** Writing Skills

**Objectives:**
- distinguish between significant and irrelevant information
- relay accurate, precise information in writing
- use technical vocabulary correctly
- use correct spelling, sentence structure, and verb form

### Purpose of Unit

In this unit students practice writing a medical note on a medical situation they observe on videotape.

### Video Material

The video material for this unit is on Tape # 1, Segment 13, beginning at 1:48:35 and ending at 1:55:02.

### Learning Activity 1

Students will make a list of the kinds of information that is important to put in a medical note.

### Guidelines for Evaluating Learning Activity 1:

Check the list to see if there is anything on the list that wouldn't go in a medical note.

### Learning Activity 2

Students will review the videotape and make a list of the important information that would go in a medical note. They will check their list against the list in Supplement 1.

### Guidelines for Evaluating Learning Activity 2:

Students will evaluate their own work.

### Learning Activity 3

Students will write a medical note based on the videotape and e-mail it to you.

### Guidelines for Evaluating Learning Activity 3:

Check to be sure that the important points on your student's lists are included in the medical note they write up.

## THEME AREA 6, UNIT 51

### Supplement

### Important Information for Medical Note

### Videotape #1, Segment 13[1]

| Check if included in your list | |
|---|---|
| ____________ | Right foot more swollen than left foot |
| ____________ | Mike checks for injury -- compares injured foot to other foot (NOTE: Mike -- Direct Care worker; Clifford -- individual; John may be the nurse) |
| ____________ | Mike calls John |
| ____________ | Mike tells Clifford to stay home tonight |
| ____________ | Clifford says his foot hurts at the ankle |
| ____________ | Foot is not discolored |
| ____________ | Clifford walks with a limp |
| ____________ | Right ankle puffy |
| ____________ | Mike observes that Clifford doesn't look like he's in a lot of pain |
| ____________ | Will soak legs in water and epsom salts |
| ____________ | Will keep Clifford home from program tomorrow to be examined by John |
| ____________ | John may want to take Clifford to be x-rayed depending on the results of his examination |

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs.

__________ Clifford says he fell down steps and hit his leg by the gas station last night. (NOTE: Accept anything you've written that is similar to this. Clifford's voice on the tape is hard to understand. This translation may not be completely accurate.)

__________ Clifford walked around all day on injured ankle.

NOTE: There are two things that were said by staff workers on the tape that are interpretations and shouldn't go in a medical note.

1. A staff person says, "That's what happened when I sprained my ankle." Writing that Clifford sprained his ankle would be making an interpretation. Instead, write what you observed: Clifford's ankle is swollen, he limps when he walks, his foot hurts.

2. Mike says, "Probably got swollen by walking around all day." In your notes you can say that Clifford walked around all day on his injured ankle but you cannot draw the conclusion that Mike stated above.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 52

## Vocabulary Review and Documenting Symptoms

**Job Context:** Writing Medical Notes

**Communication Skills:** Writing Skills, Development of Technical Vocabulary

**Objectives:**
- relay accurate, precise information in writing
- review technical vocabulary
- recognize pertinent information
- understanding vocabulary from context

### Purpose of Unit

In this unit students review medical terms that they may find or use in medical notes. In addition they will review how to document specific observable physical symptoms.

### Learning Activity 1

Students are given a list of medical terms to review. They then answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 1:

An answer sheet follows the next page.

## Learning Activity 2

Students are asked to make word cards for any of the medical terms they use in their own work or that they want to make part of their writing vocabulary. They are reminded to make a word card for the medical terms they come across in their work that they want to learn better.

### Guidelines for Evaluating Learning Activity 2:

There are no assignments for this Learning Activity. However, feel free to talk to your students about whether they are able to apply what they are learning to their work.

## Learning Activity 3

Students are given a chart listing medical symptoms, definitions, and procedures for documentation. They then answer questions on the worksheet provided.

### Guidelines for Evaluating Learning Activity 3:

Students will pick 5 of the symptoms from the list and write a description for each. Check to be sure that they've provided detailed documentation without interpretation. The example given to them is as follows:

**Chills**
Bill was found at 11 PM shivering. He was holding his head tightly across his body and his teeth were chattering. He did not seem to be able to stop. It was not clear how long he was shivering. He seemed okay the last time a staff member observed him at 10:30 PM. He continued shivering for 45 minutes. An oral temperature, taken at 11:15, was 97.6.

A copy of Supplement 2 is attached.

# THEME AREA 6, UNIT 52

## Learning Activity 1

### Answer Key

1. Student will give example from own experience.
2. Student will give example from own knowledge base.
3. Affecting the whole body
4. Enteric coated tablets and time release capsules
5. Student will give example from own experience.
6. Students will give what they think meaning is from context and then look up word in the dictionary.

Theme Area 6, Unit 52
Supplement 2

| SYMPTOM | DEFINITION | WHAT TO DOCUMENT |
|---|---|---|
| **Behavior** | Any behavior that is out of the ordinary for the individual e.g. crying, assaultiveness, excessive rocking or rolling, etc. | Describe behavior |
| **Bruise** | | Where; How large; How did it occur; When; color |
| **Chills** | Involuntary shivering | How long; Temperature |
| **Cold Extremities** | Hands and feet cold | Note color of skin. Wet or dry; temperature to touch. |
| **Cold Symptoms** | Sneezing, sore throat, "runny" nose | Note each symptom |
| **Coma** | Cannot be awakened; no blink reflex. | Note all symptoms |
| **Complains of** | The subjective symptoms here are what the patient says. | Chart exactly as told by the patient (no interpretation). What was done in response. |

# SPECIFIC OBSERVABLE PHYSICAL SYMPTOMS

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| SYMPTOM | DEFINITION | WHAT TO DOCUMENT |
|---|---|---|
| Constipation | Difficulty in passing stool, or absence of stool. | |
| Coughing | | Describe cough, e.g., dry, productive, unproductive, or appearance of sputum. |
| Cuts | | How did injury occur; size, bleeding or oozing; treatment; location |
| Cyanosis | Bluish color to skin, especially lips and fingertips | Note color of skin and where; any obvious causes; duration. |
| Degree of Consciousness | Ability of patient to respond to others. Awareness of others. | Note observations |
| Diarrhea | Loose, watery, frequent bowel movements. | Describe color and consistency of stool. How often; amount |
| Distension of Abdomen | Enlargement of abdomen often due to constipation, gas or retention of fluids. | Note observations, appetite; list B.M. |

# SPECIFIC OBSERVABLE PHYSICAL SYMPTOMS

| SYMPTOM | DEFINITION | WHAT TO DOCUMENT |
|---|---|---|
| Dryness of skin and/or mouth |  | Note symptom |
| Edema/Swelling | Swelling of hands, feet, face, etc., due to a collection of fluids in the tissues. | Note symptoms, color; temperature to touch; measurement, if possible |
| Excessive Perspiration |  | Note symptom. When; preceding activity; time of last meal; time of medication. |
| Fainting | Loss of consciousness. Individual unable to respond to others. May fall to floor. | Describe how incident occurred. Were there any injuries as person fell? How long unconscious; color, vital signs. |
| Flushed | Warm, red skin coloring | Note symptom; preceding activity. |
| Gait | Way of walking (i.e. steady, unsteady, staggering, etc). | Describe symptoms; vital signs. |
| Heat | Excessive warmth of some area of body. | Describe location and other symptoms, color, swelling. |

# SPECIFIC OBSERVABLE PHYSICAL SYMPTOMS

| SYMPTOM | DEFINITION | WHAT TO DOCUMENT |
|---|---|---|
| Itchiness | Scratching | Where; rash |
| Muscle Rigidity or Atrophy | Stiffness in muscles or wasting away of muscles, causing shrinkage in size of limb. | Where; is there any movement at all; Change in size; measurement. |
| Nose Bleed | | How long; amount; treatment; preceding activity; blood pressure. |
| Pallor | Paleness of skin color | Note symptom |
| Rash | Red or pinkish color of skin | Where; heat; any other symptoms |
| Rapid, shallow Breathing | | Note symptom; vital signs |
| Slow, labored Breathing | | Note symptom; vital signs |

# SPECIFIC OBSERVABLE PHYSICAL SYMPTOMS

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| SYMPTOM | DEFINITION | WHAT TO DOCUMENT |
|---|---|---|
| **Seizures** | Convulsion. (Violent involuntary contraction or spasm of the muscles) | Describe each symptom, before, during and after seizure. Treatment; any injuries; duration; complete N-33; vital signs; preceding activity. |
| **Shock** | Disorder of circulatory system. Characterized by low blood pressure, weak and rapid pulse, and often unconsciousness. | Note each symptom; temperature, BP, pulse, respirations, ability to respond position of eyes; treatment. |
| **Tremors** | Shaking | Where |
| **Unequal Pupils** | Pupils of eyes are not the same size. | Note symptom; which eye |
| **Vomiting** | | Describe appearance, e.g. color, consistency, amount and note time. |

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From: Finger Lakes DDSO (Newark DDSO) Document Resource Book

# SPECIFIC OBSERVABLE PHYSICAL SYMPTOMS

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 53

## Reading Medication Labels

**Job Context:** Knowledge of Types of Medications

**Communication Skills:** Following Directions; Reading Comprehension

**Objectives:**
- follow directions
- review medication labels
- practice locating information on medications

### Purpose of Unit

This unit provides practice in reading medication labels.

### Learning Activity 1

Students will read a sample medication label and answer questions on the worksheet provided.

### Guidelines for Evaluating Learning Activity 1:

An answer sheet for Learning Activity 1 is on the next page.

### Learning Activity 2

Students will choose a medication from their worksite or from their own medicine cabinet at home and answer the same questions as above.

**Guidelines for Evaluating Learning Activity 2:**

You will not have a copy of the label your students read, but look over their assignment to see if it makes sense. If there are any glaring inconsistencies, bring them up with your student.

## THEME AREA 6, UNIT 53

### Supplement

### Sample Medication Label

### Answer Key

a.
  - Acetaminophen
  - headache, minor muscular aches, aches and pains associated with bursitis, neuralgia, sprains, overexertion, menstrual cramps, and discomforts of fever due to cold and flu. Also, pains of arthritis and rheumatism

b. Adults: 1 or 2 tablets 3 or 4 times daily. Children (6 - 12) 1/2 to 1 tablet 3 to 4 times daily. Do not give to children under 6 or use more than 10 days unless directed by a physician.

c.
  - pregnant or nursing
  - if pain persists for more than 10 days
  - if redness is present
  - in arthritic or rheumatic condition of children under 12
  - in children under 6

d.
  - keep out of reach of children
  - in case of accidental overdose contact a physician immediately

e. Pregnant or nursing

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S GUIDE

## THEME AREA 6

## Medications

## UNIT 54

## Administering Medication

**Job Context:** Medication Administration

**Communication Skills:** Following Directions; Writing Skills

**Objectives:**
- follow directions
- practice writing skills
- assess correctness of work

### Purpose of Unit

In this unit students view a Direct Care Worker administering medications and review the steps involved in medication administration.

### Video Material

The video material for this unit is on Tape # 2, Segment 14, beginning at 00:00:30 and ending at 00:15:36.

### Learning Activity 1

Students write notes about any experiences they have had administering medication and about the steps involved.

### Guidelines for Evaluating Learning Activity 1:

Only those students who have had experience administering medications will be able to complete this Learning Activity.

### Learning Activities 2, 3, and 4

Students will view the videotape segment and list the steps the Direct Care Worker follows when administering medications. They will then check the list against the list in the supplement to see how many steps they included.

### Guidelines for Evaluating Learning Activities 2, 3 and 4:

Students self-check their work.

### Learning Activity 5

Students will answer the following question: From your experience, is there anything in the tape that was done incorrectly or could be improved upon?

### Guidelines for Evaluating Learning Activity 5:

Review for content.

- Are the answers clear and well thought-out?
- Has the writing been edited and spell-checked?
- Does each paragraph have a topic sentence?
- Has the student provided supporting details?

If a student has not had experience with medication, he or she may not be able to answer this question.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

# THEME AREA 6

## Medications

## UNIT 55

## Administering Oral Medication

**Job Context:** Medication Administration

**Communication Skills:** Following Directions; Reading Comprehension; Vocabulary Development; Dictionary Skills

**Objectives:**
- follow directions
- review written material on administration of medication
- build technical vocabulary
- practice using the dictionary
- assess correctness of work

### Purpose of Unit

In this unit students review policies and procedures for administering oral medications.

### Learning Activity 1

The Supplement to this unit is a document describing polices and procedures for the administration of oral medication from the Finger Lakes **(Monroe) Developmental Center Policies and Procedures Manual**. Students will read the Supplement and answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 1:

Students will check their own work. Check to be sure they've picked the correct dictionary definition given how the word is used in the context.

**Learning Activity 2**

Students will check to see how many of the steps that are listed in this Supplement were followed correctly by the Direct Care Worker they viewed in the videotape for Unit 54.

**Guidelines for Evaluating Learning Activity 2:**

Students will check their own work, but review to see if the steps they add are indeed included in the document. A copy of the document begins on the next page.

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|---|---|---|---|---|
| OFFICE OF MENTAL RETARDATION/DEV./DISAB.<br>MONROE DEVELOPMENTAL CENTER<br>POLICIES<br>AND PROCEDURES MANUAL | Date Issued<br>REV. 10/93 | T.L.<br>5 | Page<br>1 Of 2 | Item No<br>7.4.36 |
| | Function<br>RESIDENTIAL SERVICES | | | |
| | Subject<br>HEALTH AND NURSING SERVICES | | | |
| ISSUING UNIT/DEPT./DISCIPLINE/SERVICE<br>NURSING | Topic<br>ADMINISTRATION OF ORAL MEDICATION | | | |

REFERENCES:

POLICY

Oral medications shall be administered by accepted standards accepted Nursing and Pharmacy guidelines. In all cases the Primary RN will be the responsible person for all issues concerning medication administration.

SPECIAL NOTES:

1. measured doses exactly using proper measuring apparatus, (i.e. graduates cup, medicine dropper).
2. Always check with Unit Supervisor, RN, Communication Log for delays, changes or omission s of medications.
3. Administer oral iron preparations and iron solutions with a straw or dropper and/or dilute with water or fruit juice to prevent staining the teeth.
4. Refused and/or unused medicine which has been removed from its original package or container shall not be returned to that package or container. All controlled medication shall be returned to the Pharmacy. Any schedule II controlled substances that is discontinued will be returned to the pharmacy, immediately, during regular pharmacy hours or as soon as pharmacy reopens. All non-controlled medications shall be discarded according to MDC Policy and Procedure 7.18.33.
5. Medicine cups must be used for one individual and then discarded.
6. Liquids are not to be mixed whether in individuals cups or original containers.
7. Cough syrups and antacids are to be administered last and without dilution.
8. Each individuals taking diuretics shall have weights, taken at consistent times and/or an individual schedule for monitoring his/her potassium blood level as ordered by the physician.
9. Each individual on potassium supplement will have an individual schedule for monitoring his/her blood level as ordered by the physician.

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| | Function<br>RESIDENTIAL SERVICES | | | |
| | Subject<br>HEALTH AND NURSING SERVICES | | | |
| ISSUING UNIT/DEPT./DISCIPLINE/SERVICE<br>NURSING | Topic<br>ADMINISTRATION OF ORAL MEDICATIONS | | | |

10. Special instructions such as crush, shake bottle, etc. must be clearly stated on the medication administration sheet as well as on the medication container.

11. Special vehicles to assist medication administration must have a physicians order (i.e. pudding, applesauce, honey, thickened liquids, cakes or other sweets ), after consultation with the ITT members.

12. Process for approval of special vehicles to assist with medication administration:

    a. The ITT will meet and recommend the special vehicle to assist with the medication administration.

    b. The physician well order the special vehicle to assist in the medication administration ( i.e. applesauce, pudding, honey, thickened liquids, cake or any other vehicle deemed appropriate by the ITT.

    c. The order for these vehicle will appear on, ( 69K ), physicians orders immediately following the statement to discontinue all previous orders. The RN will monitor the medication administration at least monthly when a special vehicle is being used.

    d. The order will be reviewed by the physician and RN on at least montnly basis. The ITT will review the order quarterly.

    e. The RN will document the appropriateness of the vehicle and how the individual accepts their medication on the quarterly nursing summary.

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MONROE DEVELOPMENTAL CENTER
POLICIES
AND PROCEDURES MANUAL

| Date Issued | TL | Page | Item No |
|---|---|---|---|
| REV. 10/93 | | 1 of 4 | 7.1.36 |

Function: RESIDENTIAL SERVICES

Subject: HEALTH AND NURSING SERVICES

ISSUING UNIT/DEPT./DISCIPLINE/SERVICE: NURSING

Topic: ADMINISTRATION OF ORAL MEDICATION
( From Unit Distribution System)

RESPONSIBILITY:

RN, LPN, APPROVED MEDICATION ADMINISTRATION PERSONNEL.

PROCEDURE:

1. Washes hands thoroughly before me
   or preparing medication.

2. Assembles equipment:
   a) medicine cups
   b) measuring equipment
   c) medication book containing
      Medication and Treatment Record

3. Opens medication book to resident's
   Medication and RX Sheet.
   Reads individual medication record
   for interim order, checks Doctors O
   in resident's record.

4. Locates resident's individual medic
   cassette.

5. Checks resident's Medication Admini
   record F223 for any discontinued me
   by:

   a) Discontinued written after medic
      with date and person.

6. If medication is not available in t
   medication cassette, notifies Pharm
   and/or unit RN; and a Med. 165 must
   completed and placed in the resider
   cassette.

7. Remove medication label from indiv
   drawer, checking medication lable
   Medication Record F223 using 3 saf
   checks.
   1) Compares medication label with
      medication sheet when removing
      drawer.
   2) Compare medication label with
      medication sheet while placing
   3) Compares medication label with
      medication shet before disposin
      individual dose package.

8. Pour the accurate dose.

| | | | |
|---|---|---|---|
| OFFICE OF MENTAL RETARDATION/DEV./DISAB.<br>MONROE DEVELOPMENTAL CENTER POLICIES AND PROCEDURES MANUAL | Date Issued<br>REV. 10/93 | T.A. | Page<br>2 of 4 | Item No.<br>7.1.36 |
| | Function<br>RESIDENTIAL SERVICES | | | |
| | Subject<br>HEALTH AND NURSING SERVICES | | | |
| ISSUING UNIT/DEPT./DISCIPLINE/SERVICE<br>NURSING | Topic<br>ADMINISTRATION OF ORAL MEDICATIONS<br>( From Unit Dose Distribution System) | | | |

RESPONSIBILITY:

RN, LPN, APPROVED MEDICATION ADMINISTRATION PERSONNEL

PROCEDURE:

9. When a controlled drug is used, note accuracy of count, place unit dose packet in medication cup. Immediately, sign for medicine on Control Drug Administration Count Sheet then check count.

10. a) Shake liquids well, if solute has settled, shake until returned to suspension.

    b) Pour liquid medicine directly into calibrated cup.

    c) Pour liquid medicine from bottle on opposite side of label.

    d) Hold measuring cup at eye level with thumb nail, marking the desired dos which is read at the lower level of meniscus.

    e) Measure drops (if drops ordered); minims (if minims ordered).

    f) Unit doses are left intact and opened at time of administration.

11. Other instructions for pouring:

    a) Complete administering medications for one resident before administeri for the next resident.

    b) Administer medication not more than one half hour before or after state time of administration.

12. Administration of Poured Medications:

    a) Identify resident and medication by comparing to photograph of resident in the medication book or nursing c plan; or ask unit staff member (RN, LPN, or Supervisor).

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| RESPONSIBILITY: | PROCEDURE: |
|---|---|
| RN, LPN, APPROVED MEDICATION ADMINISTRATION PERSONNEL | 12. b) Explain procedure to individual.<br>c) Assist individual to upright position if necessary.<br>d) Check pulse, BP, etc., if indicated.<br>e) Hand medicine and 4-5 ounces of water or thickened liquid to the individual. If indicated, assist individual to take the medicine with the water or thickened liquid.<br>f) Remain with the individual until medicine is swallowed.<br>g) Observe individual for reaction or side effects.<br>h) Leave individual safe and comfortable.<br>Note: Relock all doors of medication cart before administering medications, if leaving cart.<br>13. Clean up:<br>a) Discard medicine cups in designated area. |

| MONROE DEVELOPMENTAL CENTER<br>POLICIES<br>AND PROCEDURES MANUAL | Function<br>RESIDENTIAL SERVICES<br>Subject<br>HEALTH AND NURSING SERVICES |
|---|---|
| ISSUING UNIT DEPT DISCIPLINE SERVICE<br>NURSING | Topic<br>ADMINISTRATION OF ORAL MEDICATION<br>(From Unit Dose Distribution System) |

-Terminating Procedure-

1. Lock medication cart and return it to Treatment Room.
2. Return controlled substances to control wall box.
3. Secure Cart to lock on wall.
4. Return refrigerated drugs and food substance to refrigerator.
5. Clean cart.

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## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 6

## Medications

## UNIT 56

## Reporting and Managing Medication Errors

**Job Context:** Medication Administration

**Communication Skills:** Reading Comprehension

**Objectives:**
- follow directions
- review written material on medication administration
- review medication regulations
- understand technical vocabulary through the context

### Purpose of Unit

Although it is the hope that all medications administered to individuals are given correctly and accurately, accidents do occur. Therefore, OMRDD has established procedures for reporting and managing medication errors. In this unit students review the procedures to follow when there is a medication error.

### Learning Activity

Supplementing this unit is an excerpt from the Finger Lakes (Monroe) DDSO's Policies and Procedures Manual on medication administration errors. Students are asked to read these regulations and answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity:

An answer key for the worksheet is provided on the next page.

## THEME AREA 6, UNIT 56

### Answer Key

1. Student will give answer from own experience.

2. Non-Serious Reportable -- adverse effects or health in jeopardy
   Serious Reportable -- severe adverse effects; admitted to hospital
   Student will give examples from own experience.

3. Notifies the Registered Nurse.

4. 147 (I) and Medication Error Form. If Serious Reportable - 147 (I), Medication Form, and Medical Progress Note

5. Students will provide answer from own knowledge base. Accept any sensible answer.

## THEME AREA 7

## Communicating and Connecting with Individuals

## UNIT 57

## Who Are These Individuals?

**Job Context:** Communicating and Connecting with Individuals

**Communication Skills:** Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

**Objectives:**
- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

### Purpose of Unit

In this unit students view a videotape segment in which two Direct Care Workers talk about being Direct Care Workers and their feelings about the individuals they work with.

### Video Material

The video material for this unit is on Videotape # 2, Segment 15, beginning at 00:15:42 and ending at 00:27:46.

### Learning Activity

Students will view the videotape and answer the questions on the worksheet that follows.

## Guidelines for Evaluating Learning Activity:

The first two questions ask students to summarize. Check to see if this was done correctly. Otherwise, students will use their own experience and background knowledge in answering these questions.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

INSTRUCTOR'S MANUAL

## THEME AREA 7

## Communicating and Connecting with Individuals

## UNIT 58

## Rights of Individuals

**Job Context:** Ethics

**Communication Skills:** Summarizing Concepts; Writing Skills; Demonstrating Understanding and Empathy; Problem-Solving Skills

**Objectives:**
- summarize main ideas of oral presentation
- demonstrate understanding and empathy
- recognize individuals as people
- improve writing skills

### Purpose of Unit

In this unit students will think about some important questions about the rights of individuals.

### Video Material

The video material for this unit is on Videotape # 2, Segment 16, beginning at 00:27:50 and ending at 00:33:20.

### Learning Activities

All of the Learning Activities in this unit will be sent to you by e-mail.

**Learning Activity 1**

Students will view the first video section which shows Joe and the individuals in his care smoking and in a paragraph summarize what is happening in this section.

**Guidelines for Evaluating Learning Activity 1:**

An answer key is provided on the next page.

**Learning Activity 2**

Students will write a paragraph describing how smoking is handled at their work site.

**Guidelines for Evaluating Learning Activity 2:**

Evaluate using previously established guidelines.

**Learning Activity 3**

Students will view the second section of the videotape where Joe is being interviewed about his feeling concerning individuals who smoke and then answer the following questions:

1. How does Joe justify smoking?
2. Do you agree or disagree with Joe? Why?
3. What about someone who comes into the OMRDD system as a child? When he or she gets to be an adult how does he or she become aware of this privilege? Should he or she be made aware?

**Guidelines for Evaluating Learning Activity 3:**

An answer key is provided at the end of this unit.

**Learning Activity 4**

Students will discuss the following question: What other privileges can you think of, similar to this one, that individuals would have in the outside world as their legal right but that may be discouraged in an institution?

**Guidelines for Evaluating Learning Activity 4:**

Evaluate using previously established guidelines.

## THEME AREA 7, UNIT 58

### Learning Activity 1

### Answer Key

The following should be included in the summary:

- Joe sets individuals up for smoking
- Joe lights everyone's cigarettes
- Joe talks with individuals about movies while they are smoking
- Joe monitors individuals. For example, he says, "Take your time, Robert. You're going to burn yourself."

## THEME AREA 7, UNIT 58

### Learning Activity 3

### Answer Key

1. Answer should include the following:
   - In outside world, it's a privilege to smoke
   - Facility doesn't encourage smoking
   - When smoking, remove self from clients who don't smoke -- it's their right not to smoke
   - This is a legal right
2. Student will give own opinion.
3. Student will give own opinion.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 7

## Communicating and Connecting with Individuals

## UNIT 59

## System-Centered Vs. Person-Centered Approaches

**Job Context:** Communicating and Connecting with Individuals

**Communication Skills:** Reading Comprehension; Problem-Solving Skills

**Objectives:**
- recognize individuals as people
- review written material on sensitivity training
- apply training material to practice
- make inferences

### Purpose of Unit

In this unit students review material on a person-centered approach to providing supports and services to people with disabilities.

### Learning Activity 1

Students are asked to think about what is meant by a person-centered approach to providing supports and services to people with disabilities and to list their ideas on a piece of looseleaf paper. If they can think of any examples of a person-centered approach being used at their worksite, they will add them to their list.

### Guidelines for Evaluating Learning Activity 1:

Students will check the accuracy of their own work in Learning Activity 3.

**Learning Activity 2**

As a Supplement to this unit is an excerpt from the **Core Service Coordination Training Guide** on "A Person-Centered Approach: Consumer Choice." Students will read this Supplement and answer the questions on the worksheet that follows.

**Guidelines for Evaluating Learning Activity 2:**

An answer key is provided on the next page.

**Learning Activity 3**

Students will return to the list they made up for Learning Activity 1 and put a check mark next to all of their ideas that were correct. They will put an "x" next to those ideas that were not accurate. In addition, they will add any additional examples of person-centered approaches to their list.

**Guidelines for Evaluating Learning Activity 3:**

Students self-monitor their work. Review just to make sure they understood the exercise.

## THEME AREA 7, UNIT 59

### Learning Activity 2

### Answer Key

| | | |
|---|---|---|
| 1. | SC | should use "woman with retardation" |
| 2. | PC | uses "people" instead of "client" |
| 3. | SC | should be "go to store with John" |
| 4. | PC | "blind man" would be SC |
| 5. | PC | person has meaningful choices, opportunity to make informed decision |

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 7

## Communicating and Connecting with Individuals

## UNIT 60

## Change and How It Affects You

**Job Context:** Communicating and Connecting with Individuals

**Communication Skills:** Writing Skills; Reading Comprehension; Demonstrating Understanding and Empathy; Problem-Solving Skills

**Objectives:**
- demonstrate understanding and empathy in writng
- recognize individuals as people
- review written material on sensitivity training
- improve writing skills
- apply training material to practice
- expand vocabulary
- interface with e-mail

### Purpose of Unit

In this unit students explore the concept of change further and think about how it affects them as Direct Care Workers and as people.

### Learning Activity 1

This Learning Activity reviews the vocabulary that appears in the Supplements to this unit.

**Guidelines for Evaluating Learning Activity 1:**

Students will not be sending you any work for this Learning Activity. The vocabulary will be for their own reference.

**Learning Activity 2**

Students are asked to read a quote from Jean Ann Summers, a mother of a child with disabilities, and to write an e-mail message to you giving their answers to the following questions:

1. "If the family and/or person are supposed to be in charge, then what, precisely, is the role of the professionals on the team?"
2. How do you see your role as a Direct Care Worker when the family and/or person is in charge?

**Guidelines for Evaluating Learning Activity 2:**

Evaluate writing according to the guidelines previously established. Check to see if the response indicates an understanding of the written material.

**Learning Activity 3**

Students study a chart showing the process of change. Then they are asked to think of something that has happened in their own life where they made a big change. They will e-mail a message to their e-mail partner with a copy to you describing the process of change for that event, using the steps outlined on this chart.

**Guidelines for Evaluating Learning Activity 3:**

Evaluate writing according to the guidelines previously established in the Introduction to Instructor's Manual.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 7

### Communicating and Connecting with Individuals

## UNIT 61

### Guidelines for Writing about People With Disabilities

**Job Context:** Communicating and Connecting with Individuals

**Communication Skills:** Summarizing Concepts; Writing Skills; Reading Comprehension

**Objectives:**

- summarize main ideas
- recognize individuals as people
- review written material on sensitivity to individuals
- improve writing skills
- apply training material to practice
- skim and scan textual material
- locate details in textual material
- paraphrase technical material

**Purpose of Unit**

In this unit students review the **Guidelines for Reporting and Writing about People with Disabilities.**

**Learning Activity 1**

Students study the **Guidelines for Reporting and Writing about People with Disabilities** and then write a short paragraph giving the purpose and use of the Guidelines. They will practice previewing skills to increase comprehension.

### Guidelines for Evaluating Learning Activity 1:

Check to see if the content of the answer is accurate.

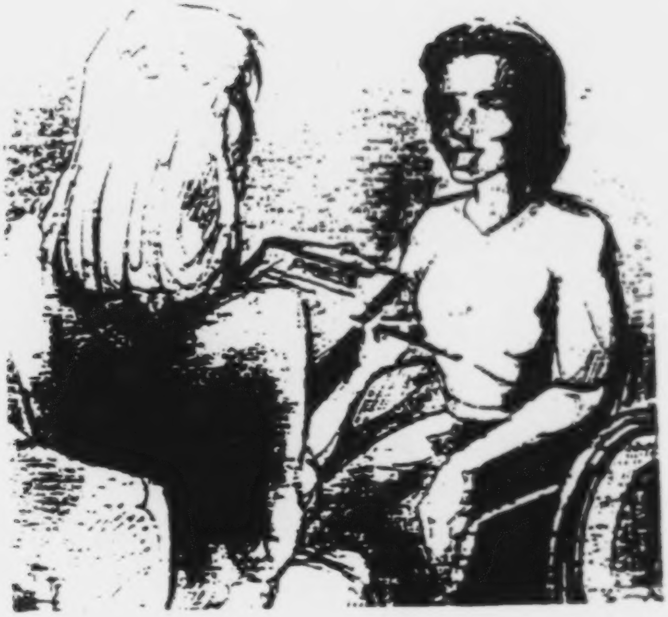
### Learning Activity 2

Supplement 2 is an excerpt from a training manual on behavior change. Students will circle instances where the authors use item #5, Put people first, not their disabilities, in their writing.

### Guidelines for Evaluating Learning Activity 2:

The appropriate instances are circled on your version of the Supplement. Students will also pick 3 sentences and paraphrase them. Check to see that the student has gotten the main idea of the sentence in each case.

# Guidelines for Reporting and Writing about People with Disabilities



Fourth Edition, 1993

## Introduction

As professional communicators, educators, and human service providers, you are in a unique position to shape the public image of people with disabilities. The words and images you use can create a straightforward, positive view of people with disabilities or an insensitive portrayal that reinforces common myths and is a form of discrimination.

Here is a set of clear *Guidelines* to help you make better choices in terms of language and portrayal. The *Guidelines* explain preferred terminology and offer suggestions for appropriate ways to describe people with disabilities. They reflect input from over 100 national disability organizations and have been reviewed and endorsed by media and disability experts throughout the country. Although opinions differ on some terms, the *Guidelines* represent the current consensus among disability organizations. Portions of the *Guidelines* have been adopted into the Associated Press Stylebook, a basic reference for professional journalists.

Please use the *Guidelines* when you write or report about people with disabilities. If you would like more information, additional copies of the *Guidelines* or an attractive 14 x 20 poster of disability writing style "do's" and "don'ts," contact: Research and Training Center on Independent Living, 4089 Dole Bldg., University of Kansas, Lawrence KS 66045. You can also phone: 913-864-4095 (voice/TDD) or fax (864-5063).

The *Guidelines* are also listed in our free catalogue.

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RESEARCH AND TRAINING CENTER
on INDEPENDENT LIVING
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University of Kansas
Lawrence, KS 66045
(913) 864-4095 (Voice/TDD)
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**For Further Information
please contact the RTC/IL.**

The Research
& Training
Center on
Independent
Living

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## Portrayal Issues

Please consider the following when writing about people with disabilities:

1. **Do not focus on a disability** unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments, or severe injury. Focus instead on issues that affect the quality of life for those same individuals, such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination.

2. **Do not portray successful people with disabilities as superhuman.** Even though the public may admire superachievers, portraying people with disabilities as superstars raises false expectations that all people with disabilities should achieve at this level.

3. **Do not sensationalize a disability** by saying afflicted with, crippled with, suffers from, victim of, and so on. Instead, say *person who has multiple sclerosis or man who had polio.*

4. **Do not use generic labels** for disability groups, such as "the retarded," "the deaf." Emphasize people not labels. Say *people with mental retardation or people who are deaf.*

5. **Put people first**, not their disability. Say *woman with arthritis, children who are deaf, people with disabilities.* This puts the focus on the individual, not the particular functional limitation. Because of editorial pressures to be succinct, we know it is not always possible to put people first. If the portrayal is positive and accurate, consider the following variations: disabled citizens, non-disabled people, wheelchair-user, deaf girl, paralyzed child, and so on. Crippled, deformed, suffers from, victim of, the retarded, infirm, etc. are never acceptable under any circumstances.

6. **Emphasize abilities** not limitations. For example: *uses a wheelchair/braces, walks with crutches,* rather than confined to a wheelchair, wheelchair-bound, or is crippled. Similarly, do not use emotional descriptors such as unfortunate, pitiful, and so forth.

Disability groups also strongly object to using euphemisms to describe disabilities. Some blind advocates dislike partially sighted, because it implies avoiding acceptance of blindness. Terms such as handicapable, mentally different, physically inconvenienced, and physically challenged are considered condescending. They reinforce the idea that disabilities cannot be dealt with upfront.

7. **Do not imply disease** when discussing disabilities that result from a prior disease episode. People who had polio and experience after effects years later have a *postpolio disability.* They are not currently experiencing the disease. Do not imply disease with people whose disability has resulted from anatomical or physiological damage (e.g., person with spina bifida or cerebral palsy). Reference to disease associated with a disability is acceptable only with chronic diseases, such as arthritis, Parkinson's disease, or multiple sclerosis. People with

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disabilities should never be referred to as patients or cases unless their relationship with their doctor is under discussion

8. **Show people with disabilities as active** participants of society. Portraying persons with disabilities interacting with nondisabled people in social and work environments helps break down barriers and open lines of communications.

## Appropriate terminology

Listed below are preferred words that reflect a positive attitude in portraying disabilities.

**AIDS**. Acquired immunodeficiency syndrome is an infectious disease resulting in the loss of the body's immune system to ward off infections. The disease is caused by the human immunodeficiency virus (HIV). A positive test for HIV can occur without symptoms of illnesses which usually develop up to 10 years later, including tuberculosis, recurring pneumonia, cancer, recurrent vaginal yeast infection, intestinal ailments, chronic weakness and fever, and profound weight loss. Preferred: *people with AIDS or living with AIDS*.

**Blind.** Describes a condition in which a person has loss of vision for ordinary life purposes. *Visually impaired* is the generic term preferred by some individuals to refer to all degrees of vision loss. Use *boy who is blind, girl who is visually impaired, or man who has low vision*.

**Cleft lip.** Describes a specific congenital disability involving lip and gum. The term hare lip is anatomically incorrect and stigmatizing. Use *person who has a cleft lip or has a cleft palate*.

**Congenital disability.** Describes a disability that has existed since birth but is not necessarily hereditary. The term birth defect is inappropriate.

**Deaf.** Deafness refers to a profound degree of hearing loss that prevents understanding speech through the ear. *Hearing impaired or people with hearing loss* are the generic terms preferred by some individuals to indicate any degree of hearing loss—from mild to profound. It includes both hard of hearing and deaf. Others prefer deaf or hard of hearing. Hard of hearing refers to a mild or severe hearing loss that may or may not be corrected with amplification. Use *woman who is deaf, boy who is hard of hearing, or people who are hearing- impaired*.

**Developmental disability.** Any mental and/or physical disability starting before age 22 and continuing indefinitely. It limits one or more major life activities such as self-care, language, learning, mobility, self-direction, independent living, and economic self-sufficiency. Term includes individuals with mental retardation, cerebral palsy, autism, epilepsy (and other seizure disorders), sensory impairments, congenital disabilities, traumatic accidents, or conditions caused by disease (polio, muscular dystrophy, etc.). May be the result of multiple disabilities.

**Disability.** General term used for a functional limitation that interferes with a person's ability, for example, to

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walk, lift, hear, or learn. It may refer to a physical, sensory, or mental condition. Use as a descriptive noun or adjective, such as *persons who are mentally and physically disabled or man with a disability.* Impairment refers to loss or abnormality of an organ or body mechanism, which may result in disability.

**Disfigurement.** Refers to physical changes caused by burns, trauma, disease or congenital problems.

**Down syndrome.** Describes a chromosome disorder which usually causes a delay in physical, intellectual, and language development. Usually results in mental retardation. Mongol or mongoloid are unacceptable.

**Handicap.** Not a synonym for disability. Describes a condition or barrier imposed by society, the environment, or by one's own self. Handicap can be used when citing laws and situations but should not be used to describe a disability. Say *the stairs are a handicap for her.* (Note: *Accessible parking* is preferred to "handicapped parking.")

**Head injury.** Describes a condition where there is temporary or long-term interruption in brain functioning. Use *persons with head injury, people who have sustained brain damage, woman who has traumatic brain injury, or boy with an acquired head injury.*

**Learning disability.** Describes a permanent condition that affects the way individuals with average or above-average intelligence take in, retain, and express information. Some groups prefer *specific learning disability,* because it emphasizes that only certain learning processes are affected. Do not say slow learner, retarded, etc. Use *has a learning disability.*

**Mental disability.** The Federal Rehabilitation Act (Section 504) lists four categories under mental disability: psychiatric disability, retardation, learning disability, and (physical) head trauma. Use these four terms for specific instances; otherwise, mental disability or cognitive impairment is acceptable.

**Mental illness.** Words such as crazy, maniac, lunatic, demented, and psycho are offensive and should never be applied to people with mental health problems. Psychotic, schizophrenic, neurotic, and other specific terms should be used only in proper context and should be checked carefully for medical and legal accuracy. Acceptable terms are *people with emotional disorders, psychiatric illness, or psychiatric disabilities.*

**Mental Retardation.** Generally considered a form of developmental disability. Mental retardation consists of significantly below average intellectual functioning with deficits in adaptive behavior seen during the developmental period before age 18. Preferred: *people with mental retardation.*

**Nondisabled.** Appropriate term for people without disabilities. Normal, able-bodied, healthy, or whole are inappropriate.

**Seizure.** Describes an involuntary muscular contraction, a brief impairment or loss of consciousness, etc. resulting from a neurological condition such as

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epilepsy or from an acquired brain injury. Rather than epileptic, say *girl with epilepsy or boy with a seizure disorder*. The term convulsion should be used only for seizures involving contraction of the entire body.

**Small/short stature.** Do not refer to people under 4'10" as dwarfs or midgets. Use person of small (or short) stature. Dwarfism is an accepted medical term, but it should not be used as general terminology. Some groups prefer "little people." However, to some, that implies a less than full, adult status in society.

**Spastic.** Describes a muscle with sudden abnormal and involuntary spasms. Not appropriate for describing someone with cerebral palsy. Muscles are spastic, not people.

**Special.** Describes that which is different or uncommon about any person. Do not use to describe persons with disabilities (except when citing laws or regulations).

**Speech disorder.** A condition in which a person has limited or difficult speech patterns. Use *child who has a speech disorder*. For a person with no verbal speech capability, use *woman without speech*. Do not use mute or dumb.

**Spinal cord injury.** Describes a condition in which there has been permanent damage to the spinal cord. *Quadriplegia* denotes substantial or total loss of function in all four extremities (some prefer *tetraplegia* to indicate complete paralysis of all four extremities). *Paraplegia* refers to substantial or total loss of function in the lower part of the body only. Say *man with paraplegia or woman who is paralyzed.*

**Stroke.** Caused by interruption in flow of blood to brain. Hemiplegia (paralysis on one side) may result. *Stroke survivor* is preferred over stroke victim.

from: **Core Service Coordination Training,** NYS OMRDD, Workforce Planning and Development, 1995.

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was caused by psychomotor seizures as contrasted with behavior casued by poor impulse control. The next section addresses various physiological correlates which effect behavior.

## NEUROLOGICAL AND MEDICAL CORRELATES OF EXCESS BEHAVIOR

*Neurological Factors.* The most common type of neurological dysfunction amon individuals with developmental disabilities is epilepsy. Although there are several types c epilepsy, the most significant type for our discussion is the psychomotor seizure. Psychomotor seizures usually have their focus in the temporal lobe (hence they are often referred to as temporal lobe seizures) and are notable for their unusual behavior effects. These include an array of complex movements (automatisms) which are performed in a repetitive, stereotyped manner. The complex of movements may include such behaviors as running, kicking, spitting, etc. and may also include displays of affective behavior. In extreme cases there may be outbursts of aggression, usually with sudden, unprovoked onset. It is often difficult to differentiate behaviors displayed during psychomotor seizures from similar behaviors which occur interictally (i.e., between seizures rather than during them) and which may be environmentally motivated. Seizure-related behavioral displays can be addressed through behavioral and environmental strategies but they are usually conducted against the background of standard treatment approaches such as anticonvulsant drug therapy and, in extreme cases, corrective neurosurgery.

Cerebral palsy is a group of movement and posture disorders caused by nonprogressive brain lesions. Cerebral palsy involves paralysis, poor coordination, imbalance, and involuntary movements and can be categorized as 'dyskinetic,' 'spastic,' or 'ataxic.' The dyskinetic form is marked by jerky, uncontrollable movements of the muscles; the dyskinesias can be exaggerated during volitional activities. The spastic form may also involve jerky, explosive movements. These movements, like those noted in psychomotor seizures, can be confused with those observed during purposeful displays of inappropriate behavior. Standard treatments include exercise and reflex therapies, corrective surgery, and anti-spasmodic medications. Environmental and behavioral treatments usually focus on adjusting task demands so as to minimize the individual's frustration which in turn helps prevent an exacerbation of excess movements.

Another neurological condition that has attracted growing interest in recent years is Tourette Syndrome, characterized by motor and/or vocal tics which have an onset during the developmental period. These tics may be expressed in a simple form (e.g., head jerking, barking noises) or in a more complex form (e.g., twirling, coprolalia) and are considered involuntary. Although individuals with Tourette Syndrome can exert some temporary control over their symptoms it is generally recognized that exerting control only delays an eventual and often more severe outburst of the symptoms. In the past, interest in Tourette Syndrome had been generally limited to extreme cases. As interest expanded to milder forms it was noted that persons with Tourette Syndrome often exhibited other disorders as well. These include obsessive-compulsive traits, hyperactivity and/or attention deficit disorder, learning disabilities, and sleep disorders. Psychotropic treatment of Tourette Syndrome usually includes medications such as haloperidol, clonidine, pimozide and clonazepam. These treatments are often combined with psychotherapy to enhance coping, behavior therapies (which often focus on teaching "substitute tics" which are more socially appropriate), and relaxation or biofeedback strategies to help alleviate stress.

Finally, there are a host of other neurologically-based problems resulting in sensory and/or motor dysfunctions. These include possibly inherited tendencies that affect the individual's "temperament." Examples include general activity level, threshold of responsiveness to environmental stimuli, susceptibility to distraction, approach-withdrawal tendencies, and impulsivity. These temperamental factors are typically difficult to address as they are by their very nature systemic. In our population we are frequently confronted with individuals who are particularly sensitive to sensory stimulation (e.g., are sensory defensive or overaroused), who find it difficult to focus (e.g., are hyperactive or overly excitable), or who are unable to process certain types of sensory information (e.g., have hearing deficits or learning disabilities). Environmental and behavioral strategies are often effective in addressing such deficits, but usually require additional treatment regimens such as Ritalin or beta blockers, sensory integration, augmentative communication, etc.

*Drug-related Factors.* Many individuals with developmental disabilities receive medications and virtually all medications have side effects, ranging from those of little concern to those which can be severely debilitating. The most noteworthy medications for our purposes are the psychoactive ones, especially anti-psychotic medications. Side effects of antipsychotics are well known and usually become evident as the result of continued administration of a given medication. It is also important to realize, however, that side effects can appear as the result of drug reductions or withdrawals. Indeed, this is becoming increasingly apparent as more and more emphasis is placed on decreasing our reliance on psychotropic medications.

Side effects can be implicated in behavioral displays in a number of ways. In some cases side effects from medications can predispose an individual to engage in excess behaviors. For example, the anti-cholinergic properties of most anti-psychotics result in dry mouth. This, in turn, can lead to increased drinking and may result in inappropriate behaviors such as drinking from a toilet or theft of liquids. In other cases, side effects can produce symptoms which can be easily confused with an excess behavior. For example, adverse side effects of tricyclic anti-depressants include restlessness and hypomania. Similarly, reduction or withdrawal of anti-psychotic medication can produce tardive akathisia, a temporary movement disorder. These side effects can be easily misinterpreted as increases in inappropriate behavior and may result in a push for higher doses of the medication. Usually, however, it is best to discontinue the drug if side effects are too severe or to prescribe medication to address the side effect.

*Genetic Factors*. It is well known that various chromosomal abnormalities can cause mental retardation. Autosomal abnormalities (such as Down Syndrome) and abnormalities of the sex chromosomes (such as Fragile X) are well documented. In this section a brief review will be provided of how certain genetic abnormalities result in the display of fairly specific types of inappropriate behavior; this listing does not include all pertinent syndromes.

Lesch-Nyhan syndrome is perhaps the most well-known genetic condition associated with inappropriate behavior. This syndrome is a sex-linked recessive condition occurring only in males and caused by an abnormality in the metabolism of uric acid. The most notable aspect of this syndrome is its association with self-mutilative behavior, usually directed towards the lips and fingers. Treatments consist primarily of serotonin precursors and positive reinforcement strategies. Cornelia de Lange syndrome also results in self-mutilation, although its cause is less clear.

Phenylketonuria (PKU) is a condition caused by excessively high levels of the amino acid phenylalanine. Children with PKU often display hyperactive, unpredictable behavior and may also display stereotypic movements and aggression. The dominant therapy is a low phenylalanine diet. Prader-Willi syndrome appears linked to a deletion of chromosome 15 and often results in temper tantrums and violent behaviors. It is most notable, however, for its related eating disorder. Persons with this syndrome are preoccupied with food and inappropriate behaviors such as gorging, food theft, hoarding, and occasional pica are observed. Behavior modification approaches to help control obesity are often used. Other disorders include Sanfilippo syndrome, a mucopoly-saccharide disorder often resulting in hyperactive and aggressive behaviors, and Rett's syndrome, a disorder of unknown cause affecting only women and sometimes resulting in such behaviors as hand wringing and aerophagia.

Abnormalities of the sex chromosome may affect the X and Y chromosomes; these abnormalities usually result in less specific behavior disruptions. Fragile X syndrome is linked to an increased risk of autism, and autistic behaviors may be more likely, particularly repetitive speech (litany speech). In Klinefelter's syndrome, biological males have an additional X chromosome. These individuals are often prone to personality disorders, often involving sexuality.

*Other Medical Causes.* This final section will briefly touch upon a number of common medical causes of problem behavior. Little elaboration will be provided as this section addresses very common sense notions. Perhaps one of the more critical notions is the distinction between acute and chronic conditions. Individuals with developmental disabilities experience the same range of acute illnesses and injuries as does the general population. The pain or discomfort from these can often cause the individual to act out inappropriately, particularly non-verbal individuals. These situations are typically addressed by routine medical treatment of the illness or injury along with situational management of the episode itself.

Chronic medical conditions are a different story, however, and require a higher degree of integration between medical and other treatments. Several chronic conditions are found with some frequency among the population we serve. Examples include epilepsy (discussed earlier), gastro-esophageal reflux, constipation, pain from contractures or scoliosis, diabetes, and allergies. In each of these cases excess behaviors may increase when the underlying condition worsens. Because of the chronic nature of these problems it is important to teach the individual coping behaviors. Functional approaches might include such strategies as teaching self-administration of medications, self-monitoring of bodily states (e.g., blood sugar levels), communication programs ("I'm in pain), relaxation programs, etc. Also critical is fostering staff awareness of the underlying condition and sensitizing them to early signs that the condition is worsening.

## ORGANIC VERSUS ENVIRONMENTAL CAUSES

It is obvious from the above discussion that it is important to recognize that the causes of behavior are complex. Not every behavior problem is an operant response that is maintained by its consequences, and not every inappropriate behavior has a specific function. It is clear that some behavior problems arise from direct and indirect physiological causes and some may well be related to the organic brain dysfunctions causing the mental retardation in the first place. A direct physiological cause might be an outburst of behavior related to a seizure or to some specific chemical imbalance or hormonal change; an indirect cause might be some physical problem or drug side-effect giving the person pain or irritation.

In analyzing the relative importance of these factors it is critical for the treatment team to

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establish a close, cooperative relationship with the primary physician and other specialists cal[illegible] in as consultants. It is necessary to consider as wide a range of possible casual variables as might be probable. As has been shown in the field of behavioral medicine (health psychology) even when individual's problems have a clear cut organic basis, there are still a considerable variety of effective interventions that have been developed within behavior therapy. These will not be available to persons with disabilities as long as the people we serve are perceived as a special category and not simply persons with the same range of needs and concerns as other people with problem behavior. It should also be apparent that knowledge of internal conditions affects staff perceptions of the individual being served. Staff usually feel differently in calming an aggressive individual whose assaults are linked to epileptic seizure or sensory defensiveness.

The next chapter explores the importance of social relationships and its impact on behavior. Behavior occurs within a social context, and therefore an understanding of interpersonal relationships is critical to understanding problem behavior.

From: Warren, B., and Evans, I. M., eds. (1991). Positive Approaches to Behavior Change: A Training Curriculum, Volume I. State of New York, OMRDD, 22 -26.

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# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 7

## Communicating and Connecting with Individuals

## UNIT 62

## Supported Living

**Job Context:** Communicating and Connecting with Individuals

**Communication Skills:** Writing Skills; Reading Comprehension; Problem-Solving Skills

**Objectives:**
- recognize individuals as people
- review written material on supported living
- improve writing skills
- apply training material to practice

### Purpose of Unit

In this unit students will read and think about **supported living.** This is a new idea for improving the lives of individuals with disabilities and it has the potential to drastically change the way services are delivered.

### Learning Activity 1

Supplementing this section is the Introduction to a training manual for Direct Service Personnel on supported living[1]. Students will read the supplement and answer the questions on the worksheet that follows.

---

[1] Dillman, J.; Karan, O.C.; Granfield, J.M. (1994). **Providing Support to People with Developmental Disabilities: A Training Manual for Direct Service Personnel.** IDS Publishing Corporation, 3 - 5.

**Guidelines for Evaluating Learning Activity 1:**

An answer sheet is provided on the next page.

**Learning Activity 2**

Students will think about an individual they work with and write an e-mail message to you about how the concept of supported living would change their relationship with this person. Students who are not yet doing Direct Care work will give their opinions about supported living in their e-mail message.

**Guidelines for Evaluating Learning Activity 2:**

Check to see if students have edited and spell-checked their work. Is the writing well-developed? Has the student built a strong case to support his or her opinions?

## THEME AREA 7, UNIT 62

### Learning Activity 1

### Answer Key

1. a process that creates opportunities for individuals with disabilities to choose where they live, with whom they live, and how they lead their lives.

2. individual choice comes first.

3. gives the right to.

4. - services must be convenient for individual, not just for staff
   - respect values of individuals
   - see the world through the eyes of people you work with
   - help other people in individual's life to learn how to support him or her
   - use resources to meet needs of supported person
   - get ongoing training

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 63

## Fire Evacuation Procedures I

**Job Context:** Emergency Procedures

**Communication Skills:** Locating Information; Skimming and Scanning; Note-Taking; Reading Comprehension; Writing Skills

**Objectives:**
- skim and scan written material on fire evacuation
- review written material on fire evacuation procedures
- analyze a problem pertaining to fire evacuation
- practice note-taking skills
- practice writing skills

### Purpose of Unit

This unit and Unit 64 review emergency fire evacuation procedures. For this unit students will read an article about a fire in a halfway house in Washington D.C.

### Learning Activity 1

Students will skim, take notes on, and read an article on a halfway house fire in Washington, D.C.

### Guidelines for Evaluating Learning Activity 1:

Review your student's notes to see if they include the important information in the article.

**Learning Activity 2**

Students will write an analysis of the halfway house fire in an e-mail message to you. They will include the answers to the following questions in their essay:

1. What went wrong?
2. What could have been done to prevent or minimize the impact of the fire?
3. What rules or regulations should have been followed?
4. What can be done to ensure that this doesn't happen again?

**Guidelines for Evaluating Learning Activity 2:**

A copy of the article and an analysis of the article is provided as a supplement to this unit. Compare the student's analysis to the analysis provided by the author.

Check your student's work for correct grammatical form following previously established guidelines.

## THEME AREA 8, UNIT 63

## Supplement

# HALFWAY HOUSE FIRE IN WASHINGTON, D.C. KILLS TEN

James R. Bell[1]

An early morning fire in a community residence facility in the Northwest section of Washington, D.C. took the lives of ten psychiatric facility outpatients and injured five others. The building was used as a "halfway" house to accommodate female outpatients from a federally owned psychiatric facility. The fire occured shortly before 1:00 am on Wednesday, April 11, 1979, trapping the 21 residents on the east side of the three-story, brick, ordinary-construction duplex in their rooms. Six residents on the second floor and three on the third floor died as a result of the fire and smoke that filled the west half of the 75-year-old structure. One other resident died after jumping from the second floor, and another was severely injured when she also attempted to jump to safety.

The fire was caused by the misuse of smoking materials, which ignited a couch in the first-floor lounge area; the blaze quickly extended up an open stairway to the second and third floors. Since no other means of egress was available, 16 of the residents were unable to evacuate to safety.

The factors that contributed to the fatalities included the following:

- Lack of stairway enclosure,
- Lack of a second means of egress to allow escape,
- Sleeping room doors not properly protected,
- Delay in alarm and evacuation of residents,
- The combustibility of the furnishings and interior finish produced a rapid fire buildup, limiting warning and evacuation time, and
- Lack of training of staff in fire emergency procedures, and lack of fire drills for residents.

## BACKGROUND

The three-story duplex with basement was built at the turn of the century of ordinary brick/wood-joisted construction. The two sides of the duplex were separated by a 12-inch brick party wall. The adjoining halves of the duplex connected through doorways on the first floor and basement levels only. The tin-clad connecting door on the first floor did not have either a self-closing or an automatic closing mechanism. (See Figures 1 to 3.)

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[1] Mr. Bell is a member of the NFPA Fire Investigation Department

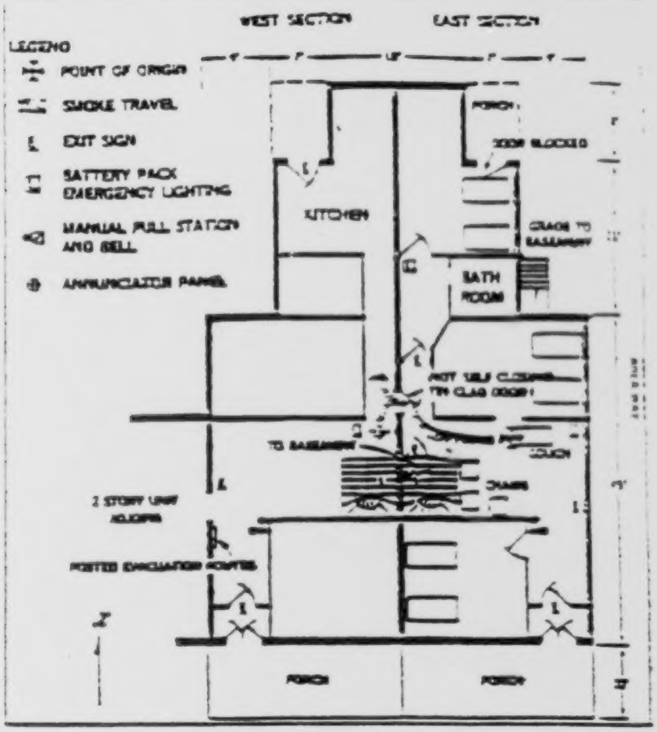

WEST SECTION
EAST SECTION
LEGEND
POINT OF ORIGIN
SMOKE TRAVEL
EXIT SIGN
BATTERY PACK EMERGENCY LIGHTING
MANUAL PULL STATION AND BELL
ANNUNCIATOR PANEL
KITCHEN
PORCH
DOOR BLOCKED
GRADE TO BASEMENT
BATH ROOM
(NOT SELF CLOSING TIN CLAD DOOR)
TO BASEMENT
COUCH
CHAIRS
2 STORY UNIT ADJOINS
POSTED EVACUATION ROUTES
PORCH
PORCH

Figure 1. First floor.

Figure 2. Second floor.

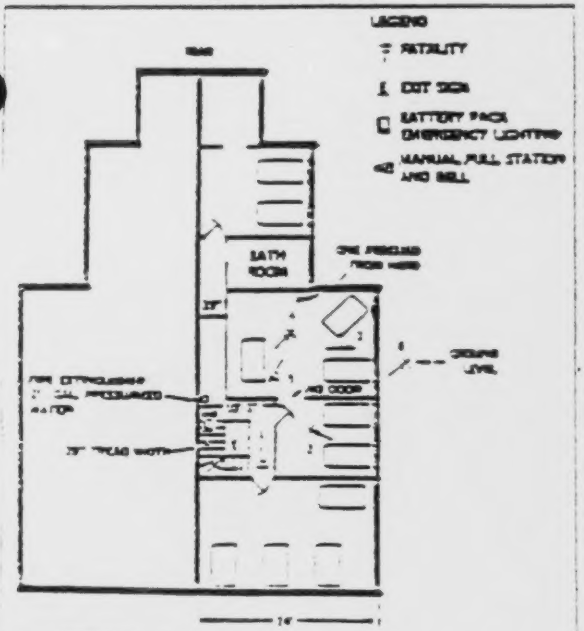
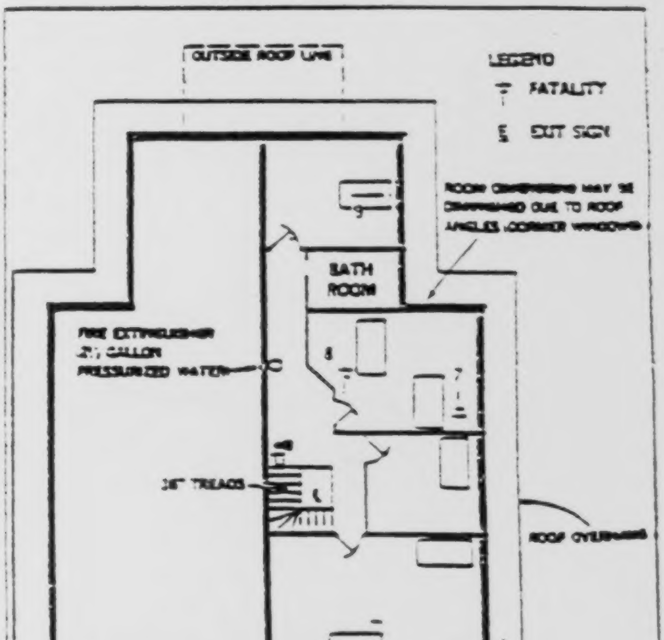

LEGEND
FATALITY
EXIT SIGN
BATTERY PACK EMERGENCY LIGHTING
MANUAL PULL STATION AND BELL
REAR
BATH ROOM
ONE RESCUED FROM HERE
GROUND LEVEL
FIRE EXTINGUISHER 2½ GAL PRESSURIZED WATER
NO DOOR
28" TREAD WIDTH
24'
PORCH ROOF LINE
FRONT

Figure 3. Third floor.


OUTSIDE ROOF LINE
LEGEND
FATALITY
EXIT SIGN
ROOM DIMENSIONS MAY BE DIMINISHED DUE TO ROOF ANGLES (DORMER WINDOWS)
BATH ROOM
FIRE EXTINGUISHER 2½ GALLON PRESSURIZED WATER
28" TREADS
ROOF OVERHANG

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The prominent feature in each of the duplex halves was the open stairway from the first to the thrid floors. The wooden stairs had 39-inch wide treads with winders at the turns from the first to the third floors, and 36-inch wide treads and winders from the second to third floors. Carpeting material whose composition and flammability are unknown covered the stairway treads. The wood banister and railing materials had been covered with enamel paint. Hardwood panel wainscoting adjacent to the stairway on the fire floor was finished in a similar manner. All doors throughout the duplex were hardwood panel-type doors that were standard for the era in which the building was built. Transom areas also contained hardwood panels.

A posted evacuation diagram indicated that on the first floor, the front doors on both sides of the duplex and the rear door from the kitchen on the west side were to be used as exits in case of emergency. Although there was a rear door in the east half of the building, it was located in a room used as a bedroom, which precluded its use as an exit since a bed blocked the inward swing of the door. For the second and third floors, no evacuation routes were shown on the diagram. The means of egress for upper floors was limited to the single open stairway in each half of the building; no second means of egress was provided.

A manual alarm system was provided. On the second and thrid floors of each half of the building, a manual pull box and alarm bell were located at the head of the stairway. On the first floor, the pull station was located in the entrance hallway, between the front door and the foyer areas. The control panel was located in the basement of the west side of the structure.

An annunciator panel was located beside the pull box situated in the entrance hallway on the first floor of each half of the duplex. The annunciator panel had four indicator lights that designated the floor where the signal was initiated (the basement, first floor, second floor, or thrid floor).

Battery-operated emergency lighting units were provided on each floor, lighting the stairway, corridors, and first-floor entrance foyers. Illuminated exit signs were placed at the stairways, in corridors, and at the front hallways leading to the front doors.

The home was operated by the Volunteers of America, a community-oriented, nonprofit service group that operates group homes, halfway houses, housing projects, and nursing homes throughout the country. The building had been operated as a rooming house for approximately 12 years before it was purchased by private owners in February 1978 and leased to the Volunteers of America. The home housed female outpatients from St. Elizabeth's Hospital.

## Lisencing and Code Enforcement

During June 1974, the District of Columbia passed a regulation entitled the *Health Care Facilities Regulation* (74-15), which set standards for the establishment, maintenance, and operation of proprietary and nonprofit health facilities and the public health care facilities operated by the District of Columbia. This regulation included "Supervised Personal Care Facilities."

On August 5, 1977, the *Health Care Facilities Regulation* was ammended by the *Community Residence Facilities Licensure Act of 1977.* This established "Community Residence Facilities," which were defined as:

> A facility providing safe, hygienic, sheltered living arrangements for one (1) or more individuals aged eighteen (18) years or older, not related by blood or marriage to the Residence Director, who are ambulatory and able to perform the activities of daily living with minimal assistance. The definition includes facilities, including halfway houses, which provide a sheltered living arrangement to persons who desire or require supervision or assistance within a protective environment because of physical, mental, familial, or social circumstances ....

The regulation changed the occupancy classification from institutional to residential. The regulation also amended the District of Columbia *Building Code* to include by definition a "community residence facility housing more than 15 residents as an L-1 Residential Occupancy."

According to licensing requirements, a prospective resident would be admitted to and retained by a community residence facility only if the resident was not in need of professional nursing care and could be assisted safely and adequately within a community residence facility. Residents were required to be able to perform the activities of daily living with minimal assistance and be capable of proper judgment in taking action for self preservation under emergency conditions.

Persons not generally oriented as to time and place, or person not substantially ambulatory but needing limited personal assistance in case of an emergency, could be admitted to a community residence facility by special permission. Such permission would be granted if the community residence facility had sufficient staff to assure the safety of such residents.

The inspections and licensing program for community residence facilities was consolidated under the city's Department of Human Resources (DHB). However, the program was never put into effect because DHR lacked money and personnel.

On August 8, 1978, the Department of Economic Development issued a Certificate of Occupancy for use of the structure for the purpose of "Room and Boarding for Adults - 51 persons," although it was later determined in investigations conducted by the Mayor's office that the building did not meet District of Columbia *Building Code* requirements. Prior to the issuance of the Certificate of Occupancy, the structure had been inspected on May 3, 1978 by the Building Inspection Department, on May 11, 1978 by inspectors for the Department of Human Resources, and on July 11, 1978 by an inspector from the Fire Marshall Division of the District of Columbia Fire Department. At the time of the fire, the home was also without a business license, since the previous year's business license had lapsed.

**The Residents and Staff**

Although the facility's Certificate of Occupancy allowed an occupancy of 51 persons, only 47 people were living in the home at the time of the fire. The east side of the duplex, in which the fire occurred, housed 21 residents and the west side had 26. Four more residents were housed in a detached carriage house, which was not involved in the fire.

The residents, all of whom were women, ranged in age from 40 to 80 years. All of the residents had been certified as capable of self-care prior to their release from St. Elizabeth's Hospital. This included the self-administration of personal medications, although community residences were allowed under licensing regulations to supervise the taking of medications prescribed for self-administration. Information on the type of medications and their possible disabling effects on the residents was not available to the NFPA.

During the night shift, a single attendant was on duty in the facility. The attendant was required to be awake and attentive to the conditions within the residence at all times. A maintenance man also remained on the premises; he resided in a living area in the basement on the east side of the structure.

Based on staff statements quoted in the press and comments made by survivors, it appears that fire emergency training and fire drills were not conducted at the facility.

## The Fire

The cause of the fire has been listed by the District of Columbia Fire Department Fire Marshall's Office as accidental misuse of smoking materials. The exact scenario concerning the cause of fire is not known for certain. Published press reports indicated that a flaming pack of matches was dropped onto a black, vinly-covered synthetic foam couch, which ignited. This was unconfirmed.

Shortly before 1:00 am on April 11, 1979, one of the residents attempted to light a cigarette while sitting on a couch in the "smoking room," located on the first floor on the east side. This room was actually part of the entrance foyer converted for use as a smoking lounge by the addition of couch, chairs, and other furnishings. As the woman, described as a heavy smoker, sat on the couch, part of the couch ignited. The resident attempted to douse the couch with several jars of water that she carried from a nearby bathroom. After these efforts failed, the residents called for help. The resident manager, hearing the call, entered the foyer and found the center section of the couch on fire. The manager returned to the staff office on the west side of the building and called for the maintenance man, who lived in the basement of the east side of the facility. The manager also placed a call to the fire department, reporting a "couch on fire." She then returned to the east side of the building, where she alerted residents on all three floors. One of the residents tried to use a fire extinguisher, but was unable to remove the extinguisher from its wall bracket. The resident located the local alarm box, but could not see how to activate the alarm. The maintenance man arrived and immediately activated the system, but the alarm sounded only in the east side of the building. The maintenance man was also unsuccessful in using the extinguisher.

The fire spread to the additional lounge furnishings and to the combustible interior stairway materials and short hallways. It quickly spread to the landings on the second and third floors. With the hallways filled with fire and smoke, residents on the upper floors on the east half of the duplex were trapped in their rooms.

The door between the two halves of the house at the first-floor level was left in an open position. Its doorway adjoined the "smoking room" and was in close proximity to the open stairways of both sections of the building. Some smoke passed through the doorway into the west side of the duplex.

### Fire Department Actions

The first-arriving fire department units were at the scene at 1:01 am and found fire burning on the first floor of the east side of the home and flames bursting from the first-floor windows. Almost immediately, the fire was also visible in the second-floor front and east-side windows, and shortly thereafter, fire could also be seen in the third-floor and attic areas, with heavy smoke reported on all floors.

Fire fighters attempting to enter at the front of the east side encountered fire at the front doors, which were locked. They advanced additional lines through both the front and the rear of the building and completely extinguished the fire within 15 minutes. The engine company sent to the rear of the building had difficulty entering the alley because of vehicles illegally parked within the marked fire lane area.

At 1:08 am, the fourth battalion chief ordered a second alarm, and an additional four engines, two ladders companies, a battalion chief, and another battalion chief who served as the water supply officer were dispatched. At 1:09 am, the Deputy Chief ordered a special alarm, which brought an aerial tower to the scene. An additional squad company was also called to the scene at 1:17 am. These units assited in search-and-rescue, overhaul, and ventilation of the building.

The 26 residents in the west side of the duplex were evacuated without injuries. Fire fighters rescued seven residents from the east side of the building, five of them over ladders. One resident found in the shower stall of the bathroom on the first floor was removed through a rear room normally blocked by one of two beds in the room. Two residents were rescued from the roof of the front porch over ground ladders. Two other residents were found in the second-floor rear bedroom and were assisted from the building over ground ladders.

One resident who had crawled out onto the roof from her third-floor window was rescued by means of an aerial ladder.

### Casualties

The body of one victim was located on the sidewalk in the areaway between the facility and another building, after he had jumped from a second-floor window in an attempt to escape. A second resident was also found at this location, severely injured after a similar jump. Four other residents were also treated for other injuries.

Five bodies were found on the second floor, three of them in a rear bedroom. Fire fighters were ordered not to move what were thought to be four bodies, pending arrival of the detectives from the homicide bereau of the Police Department. Howeve, one fire fighter, making a check of the room approximately one-half hour after the alarm, heard one of the victims breathing. Although severely burned, this resident survived the fire, but succumbed to her extensive burn injuries at a hospital several days later. A fourth body was found in an adjoining bedroom, and another was found in an adjoining bedroom, and another was found on the second-floor stairway landing. Three victims were located in two rear bedrooms on the third floor.

**Damage**

Interior damage to the east side of the duplex was extensive. Fire damage extended from the first to the third floors. The room of fire origin was gutted. The stairways, stairway landings, and hallways on the second and third floors were heavily damaged. Second- and thrid-floor rooms on the south (front) side of the building and the north end of both upper floors received no direct fire damage.

From: Fire Saftey Training Module
NYC OMRDD

## ANALYSIS SECTION

## ANALYSIS

The exact scenario and time frame involving the ignition and subsequent buildup and spread of fire are not known for certain. Witnesses indicated that the time period had been very short. The combustibility of the vinyl-covered synthetic foam couch apparently contributed to a rapid buildup of fire conditions[1]. Both high heat and heavy smoke were released, which contributed to the inability of those residents who were aware of the fire to use the stairway as an evacuation route early in the incident.

The delay in sounding the alarm that occurred while the resident involved in the ignition of the couch made several trips to a bathroom to obtain glasses of water, and the later delay by the attendant in initiating evacuation, further limited the timely evacuation of the endangered residents. The manual fire alarm was not pulled until threatening fire conditions had developed. Pulling the manual alarm on the west side of the duplex did not activate the alarm on the east side, since the alarm system for each side of the duplex was designed to activate independently.

If the staff member and the residents had used the extinguisher effectively, they might have been able to control the fire at the point of origin.

The fire developed in the couch, spread to the wood-panel doors and trim and across the ceiling to the open stairway. The open stairway, the sole means of egress available to the residents on the second and third floors, quickly became untenable. The sofa material and the combustible interior finish were responsible for the very rapid fire development. The fire raced across the plaster-and-lath ceiling. The open stairway provided for the rapid spread of heat and smoke, which mushroomed throughout the stairway landings and hallways.

Unable to use the stairway, residents on the east side of the building were forced to use the smoke-filled hallways and exterior means in their attempts to reach safety. Two residents were able to crawl through second-floor windows to the front-porch roof, and one resident crawled out onto the third-floor roof area. Two others waited at their windows. All were rescued. One body was found on the second-floor stairway landing, indicating that the victim may have been attempting to leave by way of the stairway.

All of the residents from the west side of the facility were able to evacuate the second and third floors by means of the unenclosed stairway on that side, even though smoke had penetrated to this side through the door left open between the two units.

There was no second means of egress from the second and third floors of either side of the duplex. If the requirements of *Building Code or Community Residence Facilities Licensure Act* had been met, either a second interior stairway or an exterior stairway or fire escape would have been required.

In either case, their effectiveness as a second means of egress would have been jeopardized by the enclosed stairway. The apparently rapid buildup of smoke and heat rising in the open stairway would quickly have made the hallways impassible, thereby blocking the route from residents' rooms to either a second interior stairway or a single-access exterior means of egress. Unless fire escape access had extended completely around the exterior of the structure, fire escapes would have been of little use in this incident.

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[1] The couch was totally consumed during the fire, except for bottom framing materials. Samples were not available.

In addition, building limitations such as window size, air-conditioning units in windows, and locked security screens would have limited the feasibility of the use of a secondary exterior means of egress.

## DISCUSSION

The lack of enforcement of applicable code requirements was instrumental in allowing these conditions to exist. A *Building Code* requirement that corridor doors be protected on one side with 26-gauge metal and be provided with door closers was not enforced. If these provisions had been in place, residents would have been protected from the effects of the fire for a longer period than they were by the hard wood-panel doors and transoms that were rapidly burned by the fire.

The *Community Facilities Licensure Act of 1977* required that each community residence facility install a smoke or fire detection device. A similar requirement is found in the *Building Code*, which requires all residential occupancies to install smoke detectors in all dwelling or rooming units by 1981. If detectors had been in place, residents might have had more time to recognize the danger they were in and take appropriate action.

NFPA 101, the 1976 *Life Safety Code (the Code)* would have classified this facility as a hotel occupancy, rather than as a rooming house[2]. By the occupancy classifications provided in Paragraph 11-1.3 of the Code, a:

*Lodging or Rooming House:* Includes buildings in which separate sleeping rooms are rented, providing sleeping accommodations for a total of 15 or less persons, on either a transient or permanent basis, with or without meals, but without separate cooking facilities for individual occupants....

*Hotel:* Includes buildings or groups of buildings under the same management in which there are more than 15 sleeping accommodations for hire, primarily used by transients who are lodged with or without meals, whether designed as a hotel, inn, club, motel, or by any other name. So-called apartment hotels shall be classified as hotels because they are potentially subject to transient occupancy like that of hotels.

Under the requirements of Chapter II, "Residential Occupancies," the following provisions would apply in this type of facility:

- The open stairway would have to have been enclosed. The *Code* does permit all stairways of not more than three floors to be unenclosed, under certain conditions. In this case, the requirements that would have allowed the stairway to remain unenclosed were not fulfilled;

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[2] In the interest of comparing life safety problems exemplified by this incident to current national consensus standards, the 1978 Edition of NFPA 101, the *Life Safety Code*, was utilized for analysis purposes. The *Code* had not been adopted by Washington, D.C. for this type of facility.

- At least two exits would have to be accessible from every floor;
- Neither a corridor smoke detector system, or any detection system would have been required;
- A 20-minute rated or 1 3/4-inch, solid wood-core door with self-closers would have been required on all sleeping rooms;
- "Exit" signs would have been required;
- A local manual alarm system and fire department notification would have been required;
- Extinguishers would have been required only in hazardous locations; and
- Emergency lighting would not have been required, since there were less than 25 rooms.

The *Code* does not apply provisions significantly different from those that the local codes applicable to this facilities require. In fact, in the areas of emergency lighting and smoke detection systems, the *Code* is less stringent in its requirements.

In the case of both the local codes, and in the application of the *Code* to this facility, enforcement and full compliance with the requirements would have limited the degree of hazard confronting the residents. Of all the features that affect the overall life safety within the structure, two - an unenclosed stairway and a single means of exit - produced an overwhelming degree of hazard to life safety that could not be overcome by other life safety features present.

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This investigation was conducted by the NFPA under contract to the Department of Commerce. It was jointly funded by the National Bureau of Standards, the United States Fire Administration and the NFPA. It may be freely reprinted with the customary crediting of the source.

The facts and conclusions contained in this report were developed by the NFPA and do not necessarily represent the views of the United States Fire Administration or the National Bureau of Standards.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 64

## Fire Evacuation Procedures II

**Job Context:** Emergency Procedures

**Communication Skills:** Locating Information; Reading Comprehension

**Objectives:**
- locate and review emergency fire evacuation procedures
- review written material for fire evacuation procedures
- practice skimming and scanning

### Purpose of Unit

In this unit students will review emergency fire evacuation procedures.

### Learning Activity 1

Students will see how much they know about fire safety procedures by taking a quiz on fire safety procedures.

### Guidelines for Evaluating Learning Activity 1:

Students will self-correct their answers.

### Learning Activity 2

Students will outline the emergency fire evacuation procedures at the Community Home or Center where they work.

### Guidelines for Evaluating Learning Activity 2:

Students will self-check in Learning Activity 5 to see if what they've written matches the actual procedures at their site.

### Learning Activity 3

Students will read a memo on Family Care Fire Safety Issues and then answer the Comprehension Questions that follow.

### Guidelines for Evaluating Learning Activity 3:

An answer key is provided on page.

### Learning Activity 4

Students will underline the sentences in the memo that refer to the requirements for written documentation of drills. They will then circle those same items on a fire drill/evacuation report.

### Guidelines for Evaluating Learning Activity 4:

An answer key is provided on the next page.

### Learning Activity 5

Students will locate and review the fire safety diagram and fire safety plan at their own work site. They will check to see how much of the information is included in their outline for Learning Activity 2.

### Guidelines for Evaluating Learning Activity 5:

See Learning Activity 2.

## THEME AREA 8, UNIT 64

### Supplement 2

**OFFICE OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES**

44 Holland Avenue • Albany • New York • 12229

ZYGMONO L. SLEZAX
Commissioner

PAUL S. PUCCI
Deputy Commissioner
Program Planning and Policy

Program Planning and Policy Analysis
Administration Memorandum No. 83-4

To: Family Care Providers
County Service Group Association Commissioners
Developmental Center Safety Officers
B/DDSO Directors
County Service Group Family Care Coordinators
B/DDSO Family Care Case Managers

From: James P. Otis, Ph.D.
Director
Bureau of Standards and Procedures

Date: March 11, 1983

RE: Family Care Fire Safety Issues

A recent fire tragedy in a family care home in Western New York State in which three clients lost their lives has highlighted the need for family care providers and OMRDD staff with responsibility for family care to increase their awareness and vigilence regarding fire safety issues. Its occurrence demands that all parties review their means of addressing fire safety and make improvements where advisable.

The specific section of the regulation relating to fire safety for family care homes is Section 87.9 of Part 87. A copy of this section is attached for your reference. While there are a number of standards within section 87.9 that relate to assuring an environment that provides a minimal level of fire safety for clients and providers; there is one to which I would particularly like to draw your attention. This is Section 87.9(d)(4) which relates to a fire safety plan which reads as follows:

> "A fire evacuation plan should be developed and implemented to reduce anxiety and panic during a fire situation. The rehearsal of the plan should include all residents and also the family members. This plan should be rehearsed quarterly and a written record kept. If necessary, the fire safety officer will be available to help devise and implement an evacuation plan."

Based on this standard, please be advised that it is the policy of OMRDD that fire evacuation plans are required of every family care home. In addition, it is expected that the written documentation of all drills will include information on the total time of evacuation and identification of the specific clients who are particularly slow in their evacuation performances. At a minimum, any plan that is developed should have the following general characteristics:

a) Be specific to the home and take into account any physical pecularities of the environment.

b) Contain the specific "how-to's" written in uncomplicated language.

c) Specify the means or the process for dealing with any problems that might occur.

d) Specify the means of follow-up which will ensure that solutions to problems are implemented and are effective.

e) Specify the training and practice guidelines that will be used.

f) Specify the records which will be kept.

g) Specify who is responsible for what.

In the interests of assuring an acceptable level of adequacy in such plans, Commissioner Slezak, has indicated that Developmental Center Safety Officers are to be called upon to provide an appropriate level of fire safety in-service education to B/DDSO Family Care Case Managers. Subsequent to this training, B/DDSO Family Care Case Managers are to visit each family care home in their service area as part of their next monthly visit schedule and review and update the existing plan or, if necessary, develop a fire evacuation plan. The fire safety plan is to be a jointly developed project between the provider and the Case Managers with input from the Safety Officer when there are technical questions which go beyond the Case Manager's training or there is unresolved disagreement. A copy of the final fire safety plan must be kept at both the family care home and the B/DDSO. The fire safety plan is to be reviewed by the Developmental Center Safety Officer at any time there is a formal inspection of the home. Quarterly, Family Care Case Managers should make it part of one of their monthly visits to check on the adequacy of the previous fire drill and its documentation.

As part of the plan and as required by regulation, there is to be at least quarterly practice of the fire evacuation procedures and written documentation of its occurrence. Fire evacuations should occur over the course of a year during periods of the day, evening, and night. It is expected that any problems that develop during fire drills will be identified and appropriate solutions implemented to minimize their reoccurrence. Developmental Center Safety Officers can be an invaluable resource in this regard and should be consulted when the provider and B/DDSO Family Care Case Managers can't develop an effective answer.

Client performances during a fire drill subsequent to practice and training, is obviously a necessary consideration. While a specific time of evacuation standard is not specified in the regulation, it is expected that clients should be able to exit the home or move to a designated fire safe area within 2 1/2 minutes (i.e., the standard for self-preservation capacity in all other OMRDD certified residential programs). Clients who take significantly longer than 2 1/2 minutes must be prime candidates for additional intensive training under the guidance of appropriate DDSO staff. In addition, for such clients, consideration must be given to locating the client's bedroom on the first floor of the home or at least closer to the primary fire exit. For some clients, the continued appropriateness of the family care placement from the perspective of the fire safety and self-preservation capacity needs to be considered pursuant to the requirement of Section 87.9(b) which states:

> "Requirements for residents who are non-ambulatory, deaf, blind or incapable of self preservation under emergency conditions shall be determined on an individual case basis."

While there can be no hard and fast rules applicable in this regard to every client in every family care home, a common sense appraisal of the level of risk is appropriate. This appraisal may appropriately take into account such factors as:

1. Number of total occupants in the home.
2. Age of home and construction characteristics.
3. The specific characteristics of the client which directly effect his/her evacuation performance.
4. Level of function of other client.
5. Capacity of the provider and other clients to provide assistance.
6. Type of home (i.e., 1 or 2 story).
7. Location of bedrooms in relation to the primary fire exit.
8. The feasibility of structural modifications to the home which will reduce fire risk or provide enhanced fire protection.
9. Smoking habits (or lack thereof) by clients and providers.
10. Any other compensating factors which would appear to lower the degree of risk.

In conclusion, OMRDD does not wish to unnecessarily alarm providers or clients with respect to the issues of fire safety which have been discussed in this memorandum. However, in light of the potential for tragedy, it is important that all of us review the matter carefully to ensure that all that may reasonably be done to ensure client safety has been done. Your personal efforts and increased awareness in regard to the issue of fire safety will go a long way toward this goal.

Thank you.

JPO/jmw
Attachments

## THEME AREA 8, UNIT 64

## Supplement 2

## Memo on Family Care Fire Safety Issues

## Answer Key for Comprehension Questions

1. recent fire tragedy
2. reduce anxiety and panic
3. at the family care home and the B/DDSO
4. at least quarterly, all periods of the day
5. 2 1/2 minutes
6. move bedroom to first floor
   move closer to exit
   re-evaluate family care placement

MDC 74 [illegible]

# MONROE DEVELOPMENTAL CENTER

## FIRE DRILL EVACUATION REPORT

Instructions: Complete this sheet for fire drills/evacuations at either a community residence or living unit. Please be sure to make comments where asked; only through your meaningful comments/suggestions can we improve the process and make your unit or residence safer for our staff and the clients.

DATE: ______________ SHIFT (X one) DAY ____ EVENING _____ NIGHT _____

1. Living Unit ____________, or, Comm. Residence/ICF ____________ Service ____________

2. Time Drill Evacuation Started: ________ Ended: ________ Time Elapsed ____________

3. Type of Alarm: Fire Alarm ______ Smoke Detector ______ Oral ______

4. Was the Fire Evacuation Plan showing evacuation routes posted?
Yes ____ No _____ Followed: Yes _____ No ______

5. Was the Fire Disaster Plan Available? Yes ______ No ______

| 6. CLIENT (BY NAME) PARTICIPATING (NOTE: All clients who are on the unit. If they are absent note abs. after their name.) | TIME TAKEN TO EVACUATE | PROBLEMS/COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

(CONTINUED ON BACK)

| [illegible] CLIENT BY NAME PARTICIPATING | TIME TAKEN TO EVACUATE | PROBLEMS COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

7. STAFF PARTICIPATING

| NAME | TITLE |
|---|---|
| | |
| | |
| | |
| | |
| | |

8. EVALUATION- How effective was the drill: Effective ______ Not Effective ____

Was the all-clear signal able to be heard? Yes _____ No _____ N/A _____

Below please make any additional comments you wish that would help the drill/evacuation be more effective.

Safety Officer Signature ______________________ Date ________________

Living Unit Supervisor ______________________ Date ________________

Community Residence Director Signature ______________________ Date ________________

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## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 65

## Math Review (Decimal Numbers)

**Job Context:** Math Skills Related to Managing Daily Living Activities

**Communication Skills:** Mathematical skills; Problem-solving

**Objectives:**
- practice problem-solving with decimals
- apply basic math skills to job-typical problems

### Purpose of Unit

In this unit students will practice solving problems that use decimal numbers.

### Learning Activity

Students are asked to complete the following on the **Introduction to Basic Math** software:

Chapter 3 **Operation on Decimals**

- Section 2 **Adding Decimal Numbers**

  Problems # 11, 12, 13, 14 (use page down key to get to problem #11)

- Section 3 **Subtracting Decimal Numbers**

  Problems # 11, 12, 13, 14

- Section 4 **Multiplying Decimal Numbers**

  Problems # 11, 12, 13, 14

- Section 5 **Dividing Decimal Numbers**

  Problems # 12, 13, 14

Students are told that if they have any difficulty completing the problems in this review they may want to continue practicing by completing problems #1-10 in each of the sections above.

**Guidelines for Evaluating Learning Activity:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 66

## Purchasing and Preparing Food

**Job Context:** Purchasing and Preparing Food

**Communication Skills:** Reading Comprehension; Using Unit Pricing; Interpreting Nutritional Labels

**Objectives:**
- comprehending written materials
- reading figures and charts
- using basic computation skills

### Purpose of Unit

In this unit students practice reading figures, charts, and labels pertaining to purchasing and preparing foods for community homes.

### Learning Activity 1

Supplement 1 to this unit provides information on using unit pricing. Students will read this Supplement and answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 1:

An answer key follows the next page.

### Learning Activity 2

Students will study the charts in Supplement 2 and then answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 2:

An answer key follows on the next page.

### Learning Activity 3

The charts in Supplement 3 give the recommended food quantities for pork, lamb, and dairy products. Students will calculate the amount to purchase for service to 16 people.

### Guidelines for Evaluating Learning Activity 3:

An answer key is provided at the end of this unit.

## THEME AREA 8, UNIT 66

### Learning Activity 1

### Answer Key

1. Welch's Jelly
2. Era Detergent
3. Kix and Total
4. Healthy Choice

# THEME AREA 8, UNIT 66

## Learning Activity 2

## Answer Key

1. 114 g.
2. 30
3. 2,000
4. You would use one chart or the other depending on your diet.
5. Any of the following: fruits, vegetables, whole-grain food, beans, peas
6. sugar, fats
7. 40%
8. These should be limited in diet so maximum amount applies across the board.

## THEME AREA 8, UNIT 66

### Learning Activity 3 -- Recommended Food Quantity

### Answer Key

**Meats: Pork and Lamb**

| | |
|---|---|
| Pork Chops | 4 ½ lbs. |
| Pork Roast -- bottom | 6 ¾ lbs. |
| Ham -- bone in | 6 ¾ lbs. |
| Ham -- boneless | 5 lbs. |
| Pork roast -- shoulder | 6 ¾ lbs. |
| Pork loin | 6 ¾ lbs. |
| Pork spareribs | 13 ¼ lbs. |
| Pork sausage | 3 ¾ lbs. |
| Pork tenderloin | 4 ½ lbs. |
| Bacon sliced | 2 lbs. |
| Leg of lamb | 5 lbs. |
| Lamb chops | 8 lbs. |

**Dairy Products**

| | |
|---|---|
| Milk | 4 qts. |
| Buttermilk | 4 qts. |
| Cheese | 2 lbs. |
| Yogurt | 8 lbs. |
| Cottage Cheese | 4 lbs. |
| Ricotta | 4 lbs. |
| Cream | 1 cup |
| Soups | ten 10-oz. cans |

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 67

## Interacting with the Medical Community

**Job Context:** Interacting with Medical Community

**Communication Skills:** Developing Connecting Skills; Relaying Information; Writing Skills; Problem-Solving Skills; Using a "Consult" Form

**Objectives:**
- recognize role as advocate for the individual
- practice communicating information
- use writing skills

### Purpose of Unit

In this unit students review the procedures they need when interacting with the medical community.

### Video Material

The video material for this unit is on tape # 2, Segment 17, beginning at 00:33:24 and ending at 00:35:42.

### Learning Activity 1

Students will view a videotape segment and write down what the medical problem may be.

### Guidelines for Evaluating Learning Activity 1:

The medical problem is as follows: Shoes may cause blisters after being worn for a few days.

### Learning Activity 2

Students are asked to write a script of a medical visit and the communication between the Direct Care Worker and the doctor.

### Guidelines for Evaluating Learning Activity 2:

Does the script make sense? To your knowledge, are the steps that the Direct Care Worker takes appropriate? For example, at some point in the conversation the Direct Care Worker should show the doctor paperwork he or she has brought from the community home.

### Learning Activity 3

Students will review the medical forms that are included in the Supplement and answer the questions that follow.

### Guidelines for Evaluating Learning Activity 3:

An answer key is provided on the next page.

## THEME AREA 8, UNIT 67

### Learning Activity 3

### Answer Key

1. To provide information on outcome of doctor's visit.
2. Possible answers: (accept any sensible answer)
   - follow-up
   - to know what procedures to follow
   - to adjust medical records
3. pertinent: relevant
4. bottom of the page
5. After writing the treatment, etc. in this column, sign with name and title.
6. to pass on
7. To make sure that the recommendation is correct. Written orders are more accurate and can be referred to. (Accept any sensible answer.)

# THEME AREA 8

## Managing Daily Living Activities

# UNIT 68

## Spelling Review

**Job Context**: Note and Report Writing

**Communication Skills**: Spelling; Dictionary Skills

**Objectives**
- review words most often misspelled
- review spelling rules
- review using a dictionary for spelling and meaning

### Introduction

In this unit students will continue developing their spelling.

### Learning Activity

Students will study Chapter 14 in their **Writing Skills Handbook** and then complete the colored worksheets in their packet.

### Guidelines for Evaluating Learning Activity:

The answer key for this Learning Activity is in your worksheet packet.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 69

## Leisure and Recreational Activities

**Job Context:** Assessing Individual's Daily Living Activities

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- review written material on leisure and recreational activities
- practice writing

### Purpose of Unit

In this unit students review the meaning of leisure and recreational activities.

### Learning Activity 1

As a Supplement to this unit is an Information Sheet from an OMRDD **Learning Guide to Individualized Instruction** on recreational and leisure activities. Students will read this Information Sheet and answer the questions that follow.

### Guidelines for Evaluating Learning Activity 1:

Students self-check their work.

**Learning Activity 2**

Students will e-mail a message to you with a list of the leisure activities and recreational activities they enjoy.

**Guidelines for Evaluating Learning Activity 2:**

To assess if students have a good understanding of the concepts in the passage, check to see if students have put their leisure and recreational activities in the right categories.

**Learning Activity 3**

Students will write an e-mail message to their e-mail partner with a copy to you. They will pick one of the leisure activities or recreational activities on their list in Learning Activity 2 and describe the activity to their e-mail partner.

**Guidelines for Evaluating Learning Activity 3:**

Work should be edited and spell-checked. In reviewing work, apply guidelines established previously.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

### Managing Daily Living Activities

## UNIT 70

### Assessing an Individual's Leisure Interests

**Job Context:** Assessing Individuals' Daily Living Activities

**Communication Skills:** Reading Comprehension; Writing Skills; Problem-Solving; Locating Information

**Objectives:**
- review written material on leisure and recreational activities
- apply procedure to practice
- practice writing
- practice locating information
- employ problem-solving skills

### Purpose of Unit

In this unit students review how to find the proper sources to use in assessing an individual's leisure and recreational interests.

### Learning Activity 1

As a Supplement to this unit is an Information Sheet from an OMRDD **Learning Guide to Individualized Instruction**. Students will read this Information Sheet and answer the questions that follow.

### Guidelines for Evaluating Learning Activity 1:

Students self-check their work.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

## Managing Daily Living Activities

## UNIT 70

## Assessing Individual's Leisure Interests

**Job Context:** Assessing Individuals' Daily Living Activities

**Communication Skills:** Reading Comprehension; Writing Skills; Problem-Solving; Locating Information

**Objectives:**

- review written material on leisure and recreational activities
- apply procedure to practice
- practice writing
- practice locating information
- employ problem-solving skills

### Purpose of Unit

In this unit students review how to find the proper sources to use in assessing an individual's leisure and recreational interests.

### Learning Activity 1

As a Supplement to this unit is an Information Sheet from an OMRDD **Learning Guide to Individualized Instruction**. Students will read this Information Sheet and answer the questions that follow.

### Guidelines for Evaluating Learning Activity 1:

Students self-check their work.

**Learning Activity 2**

Students will pick an individual they work with or someone they know and apply the steps outlined in the Supplement to find out about that person's leisure and recreational activities.

**Guidelines for Evaluating Learning Activity 2:**

To assess if students have a good understanding of the concepts in the passage, check to see if they were able to follow the steps outlined and if they were able to find the required information.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 8

### Managing Daily Living Activities

## UNIT 71

### Finding Sources for Leisure Activities

**Job Context:** Planning Individuals' Daily Living Activities

**Communication Skills:** Reading Comprehension; Problem-Solving; Locating Information; Planning Skills

**Objectives:**
- review written material on leisure and recreation activities
- apply procedure to practice
- find methods to locate resources for activities in the community
- locate resources for activities in the community
- employ problem-solving skills

### Purpose of Unit

In this unit students review how to find sources for leisure and recreational activities in the local community.

### Learning Activity 1

Supplementing this unit is an Information Sheet from an OMRDD **Learning Guide to Individualized Instruction**. Students will read this Information Sheet and answer the questions that follow.

### Guidelines for Evaluating Learning Activity 1:

Students self-check their work.

## Learning Activity 2

Students will check the local resources available to them for leisure and recreational activities. They will refer to at least three different resources and make a list of activities that might be of interest either to the individuals they work with or to themselves. They will include the names of the sources they used for their information in the notes they send to you.

### Guidelines for Evaluating Learning Activity 2:

To assess if students have a good understanding of the concepts in the reading, check to see if they were able to find the required information.

# THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 72

## How To Improve Your Work

**Job Context:** Improving Job Productivity and Efficiency

**Communication Skills:** Reading Comprehension; Problem-Solving Skills; Writing Skills

**Objectives:**

- review written material on problem-solving
- recognize strengths and areas of needed improvement in job skills
- practice writing skills
- employ problem-solving strategies

### Purpose of Unit

This Theme Area gives students some ideas of how to improve their productivity and job efficiency through personal development. For this unit students will think about their own job and ways they could improve their work.

### Learning Activity 1

Students will make a list of what they do well on the job and what needs improvement.

### Guidelines for Evaluating Learning Activity 1:

See if students are able to assess their own strengths and weaknesses.

### Learning Activity 2

Students will read a Supplement on **Rules for Brainstorming**. They will then look at their list of what needs improvement and brainstorm ways to improve their work. They will circle the solution that seems most feasible.

### Guidelines for Evaluating Learning Activity 2:

Check students' work to see if it shows an understanding of brainstorming. Is the solution they circled the one that is most practical?

### Learning Activity 3

Students will use their notes from Learning Activity 1 and Learning Activity 2 to write an e-mail message to their e-mail partner with a copy to you. They will write the things that they do well on the job, the areas where they feel they could improve their work, and ways to address these areas. They may share their ideas about what has worked well for them on the job.

### Guidelines for Evaluating Learning Activity 3:

Were students able to use their notes as a framework for a well-written essay? Evaluate work using previously established guidelines.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 73

## Stress Management

**Job Context:** Reducing Stress on the Job

**Communication Skills:** Reading Comprehension; Vocabulary Skills

**Objectives:**
- learn or review scientific vocabulary
- demonstrate understanding of vocabulary

### Purpose of Unit

In this unit students review terminology used in discussing management of stress and read about the definition, cause, and effect of stress.

### Learning Activity 1

Students will read an information sheet from an OMRDD **Learning Guide to Individualized Instruction** on terms used in discussing management of stress and then answer the questions that follow.

### Learning Activity 2

Students will read an information sheet from an OMRDD **Learning Guide to Individualized Instruction** on terms used in discussing management of stress and then answer the questions that follow.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Students will self-correct their own work. They will send an e-mail message to you letting you know they completed this unit along with any questions or comments they may have.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 74

## Recognizing Stress on the Job

**Job Context:** Reducing Stress on the Job

**Communication Skills:** Problem-Solving Skills; Writing Skills

**Objectives:**
- identify indicators of feeling
- identify stressful situations on the job
- practice writing skills
- employ problem-solving strategies

### Purpose of Unit

In this unit students will think about the kinds of things that can be stressful on the job.

### Video Material

The video material for this unit is on Tape # 2, Segment 18, beginning at 00:35:43 and ending at 00:44:40.

### Learning Activity 1

Students will view a videotape segment and list all the things that Joe says or does that give them a clue that he's feeling stressed.

**Guidelines for Evaluating Learning Activity 1:**

Students will check their own work.

**Learning Activity 2**

Students will re-view the segment to see what is happening in Joe's workday that could be considered stressful. They will make a list of the events and occurrences that they think Joe might have found stressful.

**Guidelines for Evaluating Learning Activity 2:**

Students will check their own work.

**Learning Activity 3**

Students will keep a written record of the following: What do you find stressful in your work day? Are you aware when you are feeling stressed? How do you react when you are feeling stressed? They will e-mail a short message to you in which they discuss what they found out from this activity.

**Guidelines for Evaluating Learning Activity 3:**

No evaluation needed.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 75

## Reducing Stress

**Job Context:** Reducing Stress on the Job

**Communication Skills:** Reading Comprehension; Writing skills; Problem-Solving Skills

**Objectives:**

- review written material on stress reduction
- learn stress reduction methods
- apply stress reduction methods
- practice writing skills
- employ problem-solving strategies

### Purpose of Unit

In this unit students will review ways to manage stress and reduce its harmful effects.

### Learning Activity 1

Students will make a list of some things that are stressful on the job and in their personal lives.

### Learning Activity 2

Students will make a list of some of the things they do to help manage and reduce stress.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Review lists to get a feeling for what is stressful to your students and whether or not they employ effective coping mechanisms.

**Learning Activity 3**

Students will read an information sheet from an OMRDD **Learning Guide to Individualized Instruction** on the definition and description of stress and answer the questions that follow.

**Guidelines for Evaluating Learning Activity 3:**

Students self-correct their answers.

**Learning Activity 4**

Students will write an e-mail message to you addressing the following questions: Were many of the techniques discussed in the Supplement familiar to you? Are there any ones in particular that you think would be helpful to you? How would you go about incorporating them into your life?

**Guidelines for Evaluating Learning Activity 4:**

Evaluate work using previously established guidelines.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 76

## Refreshing Your Mind During Work

**Job Context:** Reducing Stress on the Job

**Communication Skills:** Reading Comprehension; Following Directions; Writing Skills

**Objectives:**
- review written material on stress reduction
- follow directions for implementing stress reduction techniques
- learn stress reduction methods
- practice writing skills

### Purpose of Unit

In this unit students review techniques they can use to reduce stress, refresh their minds, and refocus their energies during the workday.

### Learning Activity 1

Students will read Supplement 1, which provides some suggestions on how to work more efficiently by periodically refocusing.

### Learning Activity 2

Students will reread the steps for Benson's Relaxation Response and then will practice the Response.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Students will assess their work in their responses to Learning Activity 3.

**Learning Activity 3**

Students will write one or two paragraphs describing how they felt while doing the Relaxation Response.

**Guidelines for Evaluating Learning Activity 3:**

Do **not** evaluate quality of writing as this is not a formal exercise.

**Learning Activity 4**

Students will complete the Activity Sheet in Supplement 2.

**Guidelines for Evaluating Learning Activity 4:**

Students will list the things they can do to give themselves a break from work. There are no right or wrong responses. However, check to see if the suggestions your students come up with seem practical.

# THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 77

## Avoiding Back Injury on the Job

**Job Context:** Preventing Back Injuries

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- review written material on stress reduction
- practice writing skills

### Purpose of Unit

In this unit and in Unit 78 students review some ways to avoid back injuries on the job.

### Learning Activity 1

Students will write an e-mail message to you about the things they do on the job that might strain their backs.

### Guidelines for Evaluating Learning Activity 1:

Evaluate writing using previous guidelines.

**Learning Activity 2**

Students will read Supplement 1 and then answer the comprehension questions that follow.

**Guidelines for Evaluating Learning Activity 2:**

An answer key is provided on the next page.

**Learning Activity 3**

Students will write a letter about back injuries and back injury prevention.

**Guidelines for Evaluating Learning Activity 3:**

Check to make sure the student has organized his written work. There should be a clear topic sentence and examples to support it. Check that the student has used complete sentences. Determine if the student has used the targeted words (beneficial, regimen, aerobics, and proactive) correctly.

## THEME AREA 9, UNIT 77

### Learning Activity 2

### Answer Key

1. Recurring pain, high medical bills, lost time on the job

2. Two of the following:
   - physical modification in the bathrooms
   - staff wear back support
   - additional training in lifting
   - warm up exercise

3. 1) Asked WorkFit to recommend exercises
   2) CSEA representatives gave support
   3) Contacted Herkimer County Community College
   4) Mr. Socolof's class agreed to produce a video
   5) Chose people to appear in video
   6) Filmed video

4. - employee self-assessment back health program
   - post-accident interviews with employees

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 9

## Improving Productivity and Job Efficiency through Personal Development

## UNIT 78

## More Ways to Avoid Back Injury

**Job Context:** Preventing Back Injuries

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- review written material on stress reduction
- practice writing skills

### Purpose of Unit

In this unit students continue to review ways to avoid back injuries on the job.

### Videotape Material

The video material for this unit is on Tape #3.

## Learning Activity 1

Students will view the Introductory segment of Videotape #3[1] and then answer the questions on the worksheet in Supplement 1.

### Guidelines for Evaluating Learning Activity 1:

An answer sheet follows the next page.

## Learning Activity 2

Students will read Supplement 2 on neck exercises and practice the exercises if they want.

### Guidelines for Evaluating Learning Activity 2:

No evaluation of this Learning Activity is needed.

## Learning Activity 3

Student will view the rest of Videotape #3 and do the exercises along with the tape.

### Guidelines for Evaluating Learning Activity 3:

No evaluation of this Learning Activity is needed.

## Learning Activity 4

Students will use the information given by the Instructor on the tape to write a description of 2 other exercises: Reach High and Hip Flexor.

### Guidelines for Evaluating Learning Activity 4:

An answer sheet follows the next page.

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[1] Developed by the Rome DDSO

## THEME AREA 9, UNIT 78

### Answer Key, Learning Activity 1

1. gently stretching

2. better range of motion
   reduce stiffness and soreness
   helps reduce risk of injury
   better circulation
   better strength and stamina
   more energy and vigor

3. to help you warm up before starting work day

4. 3 - 5 seconds

5. take off shoes; grasp chair for balance

### THEME AREA 9, UNIT 78

Anwer Key, Learning Activity 4

## REACH HIGH:

| | |
|---|---|
| Purpose: | To stretch the muscles of your shoulders and arms, helping to increase shoulder flexibility to assist with reaching tasks. |
| Directions: | -Stand upright.<br>-Reach your arms up as high as possibe,<br>-Come up on tip-toes and stretch to maximum height.<br>-Hold for 3-5 seconds.<br>-Relax, bringing your arms down to your sides.<br>-Repeat 4 times. |

## HIP FLEXOR STRETCH:

| | |
|---|---|
| Purpose: | To stretch the hip flexors, which help to keep your back and pelvis stable and help you climb uphill or upstairs. |
| Directions: | -Kneel on the floor, keeping one knee bent at a 90 degree angle.<br>-Tighten your stomach muscles and lean forward without arching your back.<br>-Hold for 3-5 seconds.<br>-Relax and repeat 4 times.<br>-Switch legs and repeat 4 times. |

From: Ready to Work Stretch Program for Rome DDSO ©1995

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 79

## Responsibilities of Direct Care Workers

**Job Context:** Understanding Reading Material Related to the Job

**Communication Skills:** Reading Comprehension

**Objectives:**
- review material pertaining to Direct Care work
- understand technical vocabulary through the context
- locate important information in text
- improve comprehension skills

### Purpose of Unit

In this unit students will read a description of the Developmental Aide position and review the responsibilities of Direct Care Workers.

### Learning Activity 1

Students will make a list describing the Direct Care Worker position and its responsibilities.

### Guidelines for Evaluating Learning Activity 1:

See evaluation guide for Learning Activity 3.

**Learning Activity 2**

Students will read a draft document that describes the Developmental Aide position and the responsibilities of the Direct Care Worker. They will then answer the questions on the worksheet that follows.

**Guidelines for Evaluating Learning Activity 2:**

An answer key is provided on the next page.

**Learning Activity 3**

Students will return to the list they made for Learning Activity 1 and check off the things on their list that were mentioned in the document. They will also put an "x" on the list next to any points that they feel are untrue based on their reading of the document.

**Guidelines for Evaluating Learning Activity 3:**

Check to see if the items checked off were indeed in the document and if the ones that they label as untrue can be supported by the text.

## THEME AREA 10, UNIT 79

### Learning Activity 2

### Answer Key

1. The holder of a position
2. Student gives example from own experience. Does the example show an understanding of the word?
3. Student gives example from own experience. Does the example show an understanding of the word?
4. A group of the same status
5. Student gives example from own experience.
6. Student gives example from own experience.
7. Standard on which judgment is based.
8. In line with, in agreement with

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 80

## Overview of Direct Care Work

**Job Context:** Preparing for Entry and Upgrading Exams; Overview of Direct Care Work

**Communication Skills:** Writing Skills; Study Skills

**Objectives:**
- practice summarizing skills
- practice note-taking skills
- practice writing skills
- review components of Direct Care work

### Purpose of Unit

In this unit students practice note-taking skills. In addition, they will think about the important qualities that a person involved in Direct Care work should have.

### Video Material

The video material for this unit is on Tape # 2, Segment 19, beginning at 00:44:46 and ending at 00:49:20.

### Learning Activity 1

Students will view and take notes on Section 1.

**Learning Activity 2**

Students will view and take notes on Section 2.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Students will develop, revise, and check their own notes.
**Learning Activity 3**

Students will write a short paragraph giving suggestions that they would give another student in order to help that person take good notes.

**Guidelines for Evaluating Learning Activity 3:**

Evaluate according to previously established guidelines.

**Learning Activity 4**

Students will view Section 3 and then answer the following questions.

1. What does Joe mean when he says "I don't mean to be **patronizing**?"
2. In one sentence, summarize the main idea of this section.

**Guidelines for Evaluating Learning Activity 4:**

An answer key is provided on the next page.

**Learning Activity 5**

In an e-mail message to you, students will discuss what it means to be a Direct Care Worker.

**Guidelines for Evaluating Learning Activity 5:**

Evaluate according to previously established guidelines.

## THEME AREA 10, UNIT 80

### Learning Activity 4

### Answer Key

1. patronize: to treat condescendingly
   I don't mean to assume an air of superiority.

2. For Joe, working as a Direct Care Worker reaffirms every day the value of life and how fortunate he is.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 81

## Advantages and Disadvantages of Being a Direct Care Worker

**Job Context:** Preparing for Entry and Upgrading Exams; Overview of Direct Care Work

**Communication Skills:** Writing Skills; Study Skills

**Objectives:**
- practice note-taking skills
- practice writing skills

### Purpose of Unit

In this unit students view another videotape segment of an interview with Joe and continue practicing their note-taking skills.

### Videotape Material

The video material for this unit is on Tape # 2, Segment 20, beginning at 00:49:24 and ending at 00:53:56.

### Learning Activity

Students will view a videotape segment and take notes on the interview.

### Guidelines for Evaluating the Learning Activity:

Students will check their own work. They will send an e-mail message to you letting you know that they completed this unit and how they did.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

### Preview of Direct Care for Transitional Workers

### UNIT 82

### Writng Practice

**Job Context:** Overview of Direct Care Work

**Communication Skills:** Writing Skills

**Objectives:**
- practice writing skills
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

#### Purpose of Unit

In this unit students will continue practicing their writing skills by writing about Direct Care work.

#### Videotape Material

The video material for this unit is the same one as used in Unit 81 - Tape # 2, Segment 20 (00:49:24 - 00:53:56).

#### Learning Activity 1

Students will write an e-mail message to you about the advantages and disadvantages of working for **OMRDD**.

**Learning Activity 2**

Students will write an e-mail message to you about their career path.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Evaluate using previously established guidelines.

**Learning Activity 3**

Students will find out what benefits are available for Direct Care Workers from their Personnel and Education & Training Offices.

**Guidelines for Evaluating Learning Activity 3:**

Students may not have time to get this information right away, so do not expect an immediate response. Allow upto three weeks for students to complete this Learning Activity.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

### Preview of Direct Care for Transitional Workers

## UNIT 83

### The Typical Day of a Direct Care Worker

**Job Context:** Overview of Direct Care Work

**Communication Skills:** Writing Skills

**Objectives:**

- provide overview of Direct Care work
- practice writing skills
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

### Purpose of Unit

In this unit students view another videotape segment of Direct Care Workers and the activities and tasks they do in a typical day. They will continue practicing their writing skills.

### Videotape Material

The video material for this unit is on Tape # 2, Segment 21, beginning at 00:54:00 and ending at 1:07:00.

### Learning Activity

Students will view a videotape segment and then e-mail a message to you answering the following questions:

1. One of the workers on the tape said she went through a "shock stage" when she started working as a Direct Care Worker. How did you feel when you first started working for **OMRDD**? If you are not yet in a Direct Care position, what do you anticipate being a problem?

2. One of the workers made the following statement: "You could work for a year and a half and then out of the blue they do exactly what you want them to do. And that is the biggest reward." What about your job gives you the most pleasure?

3. The segment shows activities in a typical day. Describe a typical day at your worksite.

**Guidelines for Evaluating Learning Activity:**

Evaluate according to previously established guidelines.

# THEME AREA 10

## Preview of Direct Care for Transitional Workers

# UNIT 84

## Summarizing Skills

**Job Context:** Overview of Direct Care Work

**Communication Skills:** Writing Skills

**Objectives:**
- practice summarizing skills
- practice writing skills
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

### Purpose of Unit

Students will view a case description of an individual and practice summarizing skills.

### Videotape Material

The video material for this unit is on Tape # 2, Segment 22, beginning at 1:07:06 and ending at 1:11:25.

**Learning Activity 1**

Students will view Segment #22[1] and make a Recall List.

**Learning Activity 2**

Students re-view the tape, adding to their notes anything that would be needed to write a summary.

**Guidelines for Evaluating Learning Activities 1 and 2:**

Students will check their own work.

**Learning Activity 3**

Students will write a summary of what they viewed in Segment 22.

**Guidelines for Evaluating Learning Activity 3:**

A list of what should be included in the summary is provided on the next page.

**Learning Activity 4**

Students will write an e-mail message to you about how their work translates into their lives.

**Guidelines for Evaluating Learning Activity 4:**

Evaluate using previously established guidelines.

---

[1] Courtesy of New York State Office of Mental Retardation and Developmental Disabilities, Bureau of Public Affairs.

## THEME AREA 10, UNIT 84

## Supplement

### Videotape Segment # 22

### MIKE'S "SUCCESS STORY"

- biggest success story
- at beginning ADL -- just refused
- obnoxious young man
- took a lot of work
- knew him 7 years ago -- not the same man now
- worked as we did with everyone; for whatever reason he responded
- we weren't going to back down -- went right from square one
- incredible success he had achieved
- felt good knowing you were part of it

### HOW IT TRANSLATES INTO PERSONAL LIFE

- anyone with family and children will find a lot of similar behavior with clients and children
- dealing with IQ -- behavior shaping
- if you are successful in one area (work), you are successful in the other area (home)

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

# INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 85

## Case Study of an Individual

**Job Context:** Reading Material Related to the Job

**Communication Skills:** Reading Comprehension

**Objectives:**
- review a case description
- review how ADLs are implemented
- understand technical vocabulary through the context
- locate important information in the text
- improve comprehension skills

### Purpose of Unit

In this unit students review another case of an individual in a Developmental Center.

### Learning Activity

Students will read a case description of Joe, an individual who lives in a Devleopmental Center, and answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity:

An answer key is provided on the next page.

## THEME AREA 10, UNIT 85

### Answer Key

1. - 34 years old
   - mildly retarded
   - good at self-help skills
   - quiet, not verbal

2. He put in time out when he hit someone.

3. To establish a supposition on which to base further inquiry

4. Jealous of other men who talked to females easily.

5. Introduced more social skills

6. 1) other male residents were included in the self-help skills Joe does well so he could make friends
   2) worked on helping Joe initiate conversations
   3) started a small group on dating skills
   4) Joe was told that if he hit anyone the new program would be terminated

7. Students will give own opinion.

8. Students will provide answers from own experience.

## THEME AREA 10, UNIT 85

## Answer Key

1. Joe is physically aggressive with his peers, for no apparent reason.

2. The staff felt the behavior was provoked when Joe was jealous of the other men who were able to relate with females.

3. a) Joe's self-help skills were changed to include other residents so they could work together and help each other.

   b) The speech therapist developed some programs to help Joe with his communication problems.

   c) Joe was instructed on how to make friends with females.

4. Joe was told if he hit anyone, the new program would be discontinued.

5. After the new program, the hitting decreased, and Joe was appropriately interacting more with others. He even had a girlfriend.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 86

## Activities for Daily Living and Recreational Interests

**Job Context:** Understanding and Implementing Activities of Daily Living

**Communication Skills:** Reading Comprehension; Problem-Solving

**Objectives:**
- review written materials on Activities of Daily Living

### Purpose of Unit

In this unit students will view Joe, a Direct Care Worker, as he takes an individual in his Center, Robert, down to the concession area for coffee. They will also review how to identify personal recreational interests for the individuals they work with.

### Videotape Material

The video material for this unit is on Tape # 2, Segment 23, beginning at 1:13:30 and ending at 1:18:00.

### Learning Activity 1

Students will view the videotape segment and answer the questions on the worksheet in the Supplement section.

### Guidelines for Evaluating Learning Activity 1:

An answer key follows the next page.

### Learning Activity 2

Students will read Supplement 2 on recreational activities and answer the questions that follow.

### Learning Activity 3

Students will read a supplement on myths and misconceptions about recreation for people with disabilities and give their reaction to the statements.

### Guidelines for Evaluating Learning Activities 2 and 3:

Students will check their own work.

## THEME AREA 10, UNIT 86

### Learning Activity 1

### Answer Key

1. 
   - Direct Care Worker, Joe, takes Robert for coffee
   - Joe talks about Robert's ADL of going for coffee

2. Guides Robert: "Now what do you need"
   Waits before making a suggestion: "Can I make a suggestion?"
   Gives choices: "Do you want to go back to the apartment and have tea there?"
   Any other sensible answer.

3. Joe doesn't react. He later tells Robert he burned himself.

4. Joe felt Robert would have become upset, embarassed, or ill at ease. He thought it best to pretend it didn't happen. But he told Robert because he wanted Robert to know, if he had any awareness, that in normal society if you burn yourself, you would tell people.

5. Student will answer from own experience.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 87

## Math Review (Weights and Measures)

**Job Context:** Math Skills Related to the Job

**Communication Skills:** Mathematical Skills; Problem-Solving

**Objectives:**
- review U.S. measurements of weights
- review metric measures of mass
- apply basic math skills to job-typical problems
- understand reasons for measuring heights and weights
- measure heights and weights

### Purpose of Unit

In this unit students review U.S. measurements of weights and metric measures of mass.

### Learning Activity

Students will complete the following in the **Introduction to Basic Math** software:

Chapter 6 -- "U.S. and Metric Measurements"

- Section 2 -- "U.S. Measurements of Weights"
- Section 5 -- "Metric Measures of Mass"

  Problems # 1 - 6

**Guidelines for Evaluating Learning Activity:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 88

## Measuring Height and Weight I

**Job Context:** Reading Material Related to the Job

**Communication Skills:** Reading Comprehension; Math Skills

**Objectives:**
- understand technical vocabulary through the context
- develop word recognition skills
- improve comprehension skills
- practice conversion of measurement units to the metric system

### Purpose of Unit

In this unit and Unit 89 students review how to take weights and heights.

### Learning Activity 1

Supplementing this unit is an excerpt from the **NYS OMRDD Learning Guide for Individualized Instruction** on taking weight and height. Students will read the Supplement and then answer the questions on the Activity Sheet that follows.

### Guidelines for Evaluating Learning Activity 1:

Students will self-correct their work.

## Learning Activity 2

Students will complete Supplement 2 which consists of math problems to give additional practice in the conversion of ounces, pounds, and kilograms.

## Guidelines for Evaluating Learning Activity 2:

An answer key is provided on the next page.

## THEME AREA 10, UNIT 88

### Learning Activity 2

### Answer Key

1. 32 oz., 2 lbs.
2. .90 kg, 32 oz.
3. .225 kg, ½ lb.
4. .675 kg, 24 oz.
5. 67.5 kg, 2376 oz.
6. 56.25 kg, 1980 oz.
7. 49.05 kg, 1727 oz.
8. 76.5 kg, 2693 oz.
9. 42.75 kg, 1505 oz.
10. 33.75 kg, 1188 oz.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

# INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 89

## Measuring Height and Weight II

**Job Context:** Reading Material Related to the Job

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- understand technical vocabulary through the context
- locate important information in text
- improve comprehension skills
- practice writing skills

### Purpose of Unit

In this unit students continue reviewing how to take weights and measurements.

### Learning Activity

Supplementing this unit is an excerpt from the **NYS OMRDD Learning Guide for Individualized Instruction** on taking weight and height. Students will read the supplement and then answer the questions on the activity sheet that follows.

### Guidelines for Evaluating Learning Activity:

Students will self-correct their work. They will send you an e-mail message letting you know that they have completed this unit.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 90

## Reviewing Reports and Forms

**Job Context:** Writing Other Reports and Forms

**Communication Skills:** Following Directions; Reading Comprehension

**Objectives:**

- review categories on forms and charts
- follow directions to complete forms
- practice reading forms
- improve writing skills

### Purpose of Unit

Students will review reports and forms that need to be completed by Direct Care Workers.

### Learning Activity

Supplementing this unit are samples of forms that Direct Care Workers complete. Students will study the forms and then answer the questions on the worksheets that follow.

### Guidelines for Evaluating Learning Activity:

An answer key is provided on the next page.

## THEME AREA 10, UNIT 90

### Answer Key

1. To keep track of individuals' money

2. What money was spent on and where deposit came from

3. To keep track of how often and when these techniques are used

4. Upper right-hand corner of form

5. Out of the ordinary
   To record what happened and why (or any sensible answer)

6. To keep track of travel and mileage

7. In date order

8. Record each person separately

9. 02290

10. Transport Medical Half Trip

11. To keep a record of Fire Evacuation Activities

12. Columns 4 and 8 "time"

13. The Fire Emergency Plan

14. Clearly indicate if this was a real fire

15. To improve procedure

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 91

## Completing Personnel Forms

**Job Context:** Writing Other Reports and Forms

**Communication Skills:** Following Directions; Writing Skills; Reading Comprehension

**Objectives:**
- review categories on forms and charts
- follow directions to complete forms
- practice reading forms
- improve writing skills

### Purpose of Unit

In this unit students will review completing personnel forms.

### Learning Activity 1

Students will study a document on time, attendance, and accrual procedures and answer the questions on the worksheet that follows.

### Learning Activity 2

Students will review additional personnel forms and answer the questions on the worksheet that follows.

**Guidelines for Evaluating Learning Activities 1 and 2:**
Answer keys are provided on the next two pages.

## THEME AREA 10, UNIT 91

### Learning Activity 1

### Answer Key

1. 40 hours.
2. Actual time worked will determine overtime paid.
3. He or she signs in below the red line.
4. With same bi-weekly pay period for first tardiness as long as not more than 40 hours.
5. To keep track of time worked and appropriate leave credits.
6. Hours.
7. To check status and accuracy of balances over the year.
8. When a pass day falls on a holiday.
   Recorded as Holiday Leave.
9. Compensatory time off.
10. No.

# THEME AREA 10, UNIT 91

## Learning Activity 2

## Answer Key

1. To document travel so employee can be reimbursed.

2. The per diem rate.

3. Yes, and dollar amount in Item #5.

4. Items 8 & 9.
   Item 16.
   NOTE

5. No. Only as a supplement to travel voucher. All information must be summarized on the travel voucher.

6. To document travel that involves car pooling and in which reimbursement is being requested for mileage.

7. Attached to travel voucher.

8. Employees apply for job opening.

9. They can refer to employees' files or records to make a decision. (Accept any sensible answer.)

10. This section is used for the employees to give a response.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 10

## Preview of Direct Care for Transitional Workers

## UNIT 92

## Writing Notes and Narratives

**Job Context:** Writing Log Entries

**Communication Skills:** Reading Comprehension; Writing Skills; Study Skills; Test-Taking Skills

**Objectives:**
- review writing notes and narratives
- review purpose of notes
- relay accurate, precise information in writing
- use correct grammar and punctuation
- practice editing skills

### Purpose of Unit

In this unit students review and practice writing notes and narratives.

### Videotape Material

The video material for this unit is on Tape # 2, Segment 24, beginning at 1:18:03 and ending at 1:26:29.

### Learning Activity 1

Students review Theme Area 2 of the Study Guide.

### Guidelines for Evaluating Learning Activity 1:

No evaluation needed.

### Learning Activity 2

Students will jot down the answers to the following questions: What is the purpose of keeping log notes? What can log notes be used for?

### Learning Activity 3

Students will view Section 1 and determine Joe's purpose in reviewing the log book (Answer: to see if he should be aware of anything outside of the normal routine). They will see if they included this purpose on their list.

### Learning Activity 4

Students will view section 2 and write a Recall List. They will re-view the tape and add anything to their list that they think would be important to include in a note.

### Guidelines for Evaluating Learning Activities 2, 3 and 4:

Students are just taking notes for these Learning Activities, so a formal evaluation of writing is not required. Just check their work to be sure they understand what's required of them.

### Learning Activity 5

Students will write a note about this occurrence.

### Guidelines for Evaluating Learning Activity 5:

Evaluate according to previously established guidelines. Refer to Theme Area 2 for specifics on how to evaluate a note.

### Learning Activity 6

Students will view Section 3 and describe Rachael based on the information from the tape.

**Guidelines for Evaluating Learning Activity 6:**

A list of what should be included in the description is on the next page.

# THEME AREA 10, UNIT 92

## Learning Activity 6

## Description of Rachael

- self-abuser
- gets upset when she wants to do something and can't do it
- not verbal
- inappropriate behavior includes punching herself in the face
- responds to reinforcement of good behavior

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

### Career-Related College and Academic Skills

## UNIT 93

### Reading Comprehension

**Job Context:** Preparation for PONSI Course

**Communication Skills:** Reading Comprehension; Using Pre-Reading Strategies

**Objectives:**
- comprehend textual material
- locate important information in the text
- improve comprehension skills
- introduce a procedure for studying text materials
- learn techniques for skimming

### Purpose of Unit

In this unit students will review and practice techniques that will help them comprehend advanced-level textual materials.

### Learning Activity 1

Supplementing this unit is an excerpt from a textbook on **Positive Approaches to Behavior Changes.** Students will write how they would begin reading this text.

### Guidelines for Evaluating Learning Activity 1:

Review students' notes to see if they currently have any strategies for approaching a text.

**Learning Activity 2**

Students are introduced to "mapping." They will practice on the maps in Supplement 2.

**Learning Activity 3**

Students will make a map of Social Roles People Play.

**Guidelines for Evaluating Learning Activities 2 and 3:**

Review maps to see if students have an understanding of these exercises.

**Learning Activity 4**

In this Learning Activity students will practice the technique of skimming using the text in the Supplement.

**Guidelines for Evaluating Learning Activity 4:**

Review students' notes to see if they followed procedures.

**Learning Activity 5**

Students will read the text and take notes. They will send an e-mail message to you discussing whether the pre-reading activities make it easier for them to understand the text.

**Guidelines for Evaluating Learning Activity 5:**

Your comments should focus on their work in all of the Learning Activities for this unit.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 94

## How To Study

**Job Context:** Preparation for PONSI Course

**Communication Skills:** Reading Comprehension; Summarizing Skills; Study and Organization Skills

**Objectives:**
- review textual material
- understand technical vocabulary through the context
- locate important information in the text
- improve comprehension skills
- introduce a procedure for studying text materials

### Purpose of Unit

Students will learn a technique for studying text materials: SQ3R.

### Learning Activity 1

Students will use Supplement 1, Unit 93, to practice the SQ3R method of study reading.

**Guidelines for Evaluating Learning Activity 1:**

Check students' work to see if they were able to do the SQ3R method correctly.

**Learning Activity 2**

Students will write an e-mail message to you describing their work with the SQ3R method.

**Guidelines for Evaluating Learning Activity 2:**

Comment on how they were able to do this activity.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 95

## Practicing Reading Comprehension Techniques

**Job Context:** Preparation for PONSI Course

**Communication Skills:** Reading Comprehension; Summarizing Skills; Using Strategies for Understanding Text

**Objectives:**
- review textual material
- understand technical vocabulary through the context
- locate important information in the text
- improve comprehension skills
- introduce a procedure for studying text materials

### Purpose of Unit

In this unit students will practice the techniques they learned in Units 93 and 94.

### Learning Activity

Students will pick a piece of textual material of their own. They will apply the strategies they learned in Units 93 and 94.

### Guidelines for Evaluating Learning Activity:

Check to see if students are able to use the strategies to understand the text.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 96

## Note-Taking Practice

**Job Content:** Study and Note-Taking Skills

**Communication Skills:** Reading Comprehension; Writing Skills; Study Skills; Note-Taking Skills

**Objectives:**
- practice notetaking skills
- apply techniques to job-related topics

### Purpose of Unit

In this unit and Unit 97 students will practice taking notes from lectures.

### Videotape Material

The videotape for this unit is on Tape # 2 and is labeled 25. It begins at 1:26:34 and ends at 1:35:00. The first section of this segment begins at 1:26:38 and ends at 1:28:04. The second section begins at 1:28:07 and ends at 1:29:29. The third section begins at 1:29:30 and ends at 1:34:58.

### Learning Activity 1

Student will view a videotape segment about the normal process of eating. They will make a recall list and take notes.

**Guidelines for Evaluating Learning Activity 1**

No evaluation is needed of this Learning Activity.

**Learning Activity 2**

Students will organize their notes into information about the Steps in the Normal Eating Process and Other Facts.

**Guidelines for Evaluating Learning Activity 2**

Students will check their own work.

**Learning Activity 3**

Students will view the 2nd section of this segment on Normal Physiology, make a recall list and take notes.

**Guidelines for Evaluating Learning Activity 3**

Students will check their own work.

**Learning Activity 4**

Students will underline the words in their notes whose spelling they'd like to check. They will check their words against the notes in the answer key or use a dictionary.

**Guidelines for Evaluating Learning Activity 4**

Students will check their own work.

**Learning Activity 5**

An additional part of this segment is of Joe talking about his life. Students can use this section for additional practice in note-taking if they wish and check their work against the tape.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 97

## Taking Lecture Notes

**Job Content:** Study and Note-taking Skills

**Communication Skills:** Reading Comprehension; Writing Skills; Study Skills; Note-taking Skills

**Objectives:**

- practice note-taking skills
- apply techniques to job-related topics

### Purpose of Unit

In this unit students will practice the techniques they learned in Unit 96 on more advanced lecture material.

### Videotape Material

The video material for this unit is on Tape # 2 and is labeled Segment 26. It begins at 1:35:05 and continues for 12 minutes until the end of the tope.

### Learning Activity

Students will view a videotape segment in 1-minute sections, make Recall Lists, and take Notes.

## Guideline for Evaluating Learning Activity

Students will check their own work. They will send you an e-mail message or let you know they completed this unit and how they found the work.

# THEME AREA 11

## Career-Related College and Academic Skills

# UNIT 98

## Math Review (Ratios, Proportions, Fractions)

**Job Context:** Using Advanced Math Skills on the Job

**Communication Skills:** Mathematical Skills; Problem-Solving Skills

**Objectives:**
- review ratios and proportions
- practice using proportions to solve word problems
- review operations on positive fractions

### Purpose of Unit

In this unit students review and apply advanced math skills.

### Learning Activity

Students will complete the following in the **Introduction to Basic Math** software:

Chapter 4 -- "Ratios and Proportions"

- Section 4 -- "Using Proportions to Solve Word Problems"

Chapter 2 -- "Operation on Positive Fractions"

- Section 7 -- "Exponents and Order of Operations"

**Guidelines for Evaluating Learning Activity:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 99

## Math Review (Geometric Figures)

**Job Context:** Using Advanced Math Skills on the Job

**Communication Skills:** Mathematical Skills; Problem-Solving Skills

**Objectives:**
- review geometric figures
- practice advanced math skills

### Purpose of Unit

In this unit students review geometric figures. They will also have the opportunity to work on an advanced mathematical skill area of their own choosing.

### Learning Activity 1

Students will complete the following in the **Introduction to Basic Math** software:

Chapter 7 **Geometric Figures**

- Section 1 **Perimeter of Geometric Figures**
- Section 2 **Area of Geometric Figures**
- Section 3 **Volume of Geometric Figures**

**Learning Activity 2**

In any remaining time students can complete any math chapter and section of their own choosing in the **Introduction to Basic Math** software.

**Guideline for Evaluating Learning Activities:**

Students will self-correct their work. They will then send an e-mail message to you telling you that they completed this unit and how they did.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 100

## How to Organize Your Writing

**Job Context:** Effective Writing Skills

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- review and practice how to organize writing
- use correct grammar and punctuation
- use vocabulary correctly
- picking out topic sentences

### Purpose of Unit

In this unit students review how to organize their writing. They also review the meaning and spelling of problem words.

### Learning Activity 1

Students read Supplement 1, from the **NYS OMRDD Effective Writing Skills Supplemental Learning Guide** on how to organize their writing and then answer the questions on the activity sheet that follows.

### Guidelines for Evaluating Learning Activity 1:

Students will check their own work.

### Learning Activity 2

Students will read Supplement 2, also from the **NYS OMRDD Effective Writing Skills Supplemental Learning Guide**, which consists of a list of problem words. They will then pick six word groups and write sentences with each of the two words in those groups.

### Guidelines for Evaluating Learning Activity 2:

Check the sentences to determine if students understand how the words are used.

## OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 101

## Summary of the Writing Process

**Job Context:** Effective Writing Skills

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- review guidelines for clear writing
- use correct grammar and punctuation
- prepare to write
- practice organizing ideas

### Purpose of Unit

This unit summarizes the steps in the writing process. Students will practice applying these steps to a work-related topic.

### Learning Activity 1

Students will read and study Chapter 15 in their **Writing Skills Handbook**, pages 101-112.

**Guidelines for Evaluating Learning Activity 1:**

No evaluation required.

### Learning Activity 2

Students will practice the first three steps outlined in this chapter by applying it to their choice of a work related topic.

### Guidelines for Evaluating Learning Activity 2:

Check to see that students followed the steps as outlined in the text and if they were able to satisfactorily complete the tasks required.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 11

## Career-Related College and Academic Skills

## UNIT 102

## Understanding College Catalogues

**Job Context:** Preparation for PONSI Course

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- read and review a catalogue of course offerings
- locate important information in text
- improve comprehension skills
- practice skimming skills

### Purpose of Unit

This unit will give students practice in understanding college course catalogues.

### Learning Activity 1

Students will answer the following questions about the Supplement to this unit: a description of some of the courses offered by OMRDD.

1. If these pages were part of a college catalogue, what would probably be your purpose in reading it?
2. How would you go about reading it the first time around? (e.g., read complete document, skim document, etc.)

**Guidelines for Evaluating Learning Activity 1:**

Accept any answers similar to the following:

1. Purpose: To find out whether courses meet needs
2. How Read: Skim, Scan. Read in more detail courses that interest me.

**Learning Activity 2**

Students will answer the following question: How does the author of this document organize the information so it will be easy for you to find the information you need? They will then answer the questions on the worksheet in the Supplement section.

**Guidelines for Evaluating Learning Activity 2:**

How author organizes information: Accept any answers similar to this:
organizes materials in sections; provides bold heading so it is easy to find the information you want.

Answers to the worksheet questions are on the answer key that follows.

## THEME AREA 11, UNIT 102

### Learning Activity 2

### Answer Key

1. - Active Treatment and Therapeutic Techniques II
   - Introduction to Developmental Disabilities
   - Medication Administration
   - Recreation in Daily Living

2. 50 hours and 100 hours supervision

3. Recreation in Daily Living

4. Student must pass a standardized comprehensive final exam

5. 2 semester hours

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 12

## Planning for the Future and Evaluation of Distance Learning Program

## UNIT 103

## Setting Goals

**Job Context:** Setting Short-, Medium-, and Long-Range Goals for Work, Training, and Education

**Communication Skills:** Reading Comprehension; Writing Skills; Problem-Solving

**Objectives:**
- review the relationship between planning for the future and actualizing your goals
- review setting of short-, medium-, and long-range goals
- set goals in three areas: job, training, and education
- practice writing skills

### Purpose of Unit

In this unit students review the process for planning and accomplishing goals. They will set their short-, medium-, and long-range goals for work, training, and education.

### Learning Activity 1

Students will e-mail a message to you about a goal they've met.

**Guidelines for Evaluating Learning Activity 1:**

Evaluate using previously established guidelines.

**Learning Activity 2**

Students will make a list of any goals or next steps they have discussed with their Distance Learning Counselor.

**Guidelines for Evaluating Learning Activity 2:**

Only those students who have discussed their goals with their counselor will be able to complete this activity.

**Learning Activity 3**

Students will complete a worksheet in which they set their long-, medium-, and short-term goals.

**Guidelines for Evaluating Learning Activity 3:**

Review to determine if goals are sensible and feasible.

# OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

## INSTRUCTOR'S MANUAL

## THEME AREA 12

## Planning for the Future and Evaluation of Distance Learning Program

## UNIT 104

## Educational Opportunity

**Job Context:** Educational and Training Programs

**Communication Skills:** Reading Comprehension; Writing Skills

**Objectives:**
- become familiar with educational and training programs available
- review written material on educational and training programs
- relate educational and training opportunities to own goals
- practice writing skills

### Purpose of Unit

In this unit students will become familiar with some of the educational opportunities available for CSEA-represented employees.

### Learning Activity 1

Students will review the educational and training goals on their worksheet from Unit 103.

### Guidelines for Evaluating Learning Activity 1:

No evaluation is needed for this Learning Activity.

### Learning Activity 2

Students will read Fact Sheets on educational programs provided through Project Reach and LEAP and answer the questions on the worksheet that follows.

### Guidelines for Evaluating Learning Activity 2:

An answer key is provided on the next page.

### Learning Activity 3[1]

Students will read case studies of two people who decide to continue their education. They will answer the questions at the end of each case description in an e-mail message to you.

### Learning Activity 4

Students are asked if they have ever faced difficulties such as those that were described for Karen and Steven. They will discuss the problem and how they resolved it in an e-mail message to you.

### Guidelines for Evaluating Learning Activities 3 and 4:

Evaluate using previously established guidelines.

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[1] Adapted from CASE/CUNY (1994). **Communication Skills for Psychiatric Rehabilitation Curriculum Guide for Therapy Aides**.

## THEME AREA 12, UNIT 104

### Learning Activity 2

### Answer Key

1. Students will answer based on own experience.
2. To enhance CSEA-represented employees' job skills.
3. English as a Second Language.
4. General Equivalency Diploma
5. Responses may vary.
   Talk to the supervisor or union representative about offering a course.
6. Enhancement programs custom designed to teach employees the skills needed to do the jobs using materials and situations encountered in a work environment.
7. Yes.
8. Tuition for **one** graduate or undergraduate course up to 3 or 4 credits or **one** non-credit course. (Value not to exceed SUNY tuition rates.)

## THEME AREA 12

## Planning for the Future and Evaluation of Distance Learning Program

## UNIT 105

## Evaluating the Distance Learning Program

**Job Context:** Educational and Training Programs Available; Evaluation of Distance Learning Course

**Communication Skills:** Writing Skills

**Objectives:**

- evaluate participation in this Distance Learning Program

### Purpose of Unit

In this unit students will evaluate the Distance Learning Program.

### Learning Activity 1

Students will complete a worksheet with questions about the Distance Learning Program.

### Guidelines for Evaluating Learning Activity 1:

Copies of this questionnaire should be given to your educational coordinator as it will be part of the program evaluation.

**Learning Activity 2**

Students will write an e-mail message to their e-mail partner discussing their participation in this Distance Learning Program.

**Guidelines for Evaluating Learning Activity 2:**

You will not be receiving a copy of this message. It will be sent to the e-mail partner only.